Department of Psychosocial Studies
School of Social Science, History & Philosophy
Birkbeck College, University of London

Postgraduate Diploma/MSc in Psychodynamic Counselling & Psychotherapy with Children and Adolescents

COURSE HANDBOOK 2016-17
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Introduction

The aim of this handbook is to describe the content, process and regulations of the MSc in Psychodynamic Counselling and Psychotherapy with Children and Adolescents. Psychodynamic counselling has been taught at Birkbeck for over 40 years, and those who laid the foundations for this course had a strong commitment to promoting the value of psychodynamic counselling. All tutors on the course are bound by the ethics of their professional associations (BACP, BPC and ACP) and work within the current BACP’s ethical guidelines.

In line with recent developments in the field, and in particular because the course is accredited by an organisation with the terms ‘counselling’ and ‘psychotherapy’ in its title, we have decided to change the title of the course to incorporate both ‘counselling’ and ‘psychotherapy’, leaving it open to students and tutors to determine what differences there may be between these two terms.

Partly to reflect the origins of the course and partly to avoid constant repetition of the awkward phrase ‘counselling and psychotherapy’, the terms ‘psychodynamic counselling’ and ‘counsellor’ will often be used in the handbook. This should always be taken to mean ‘psychodynamic counselling and psychotherapy’ and ‘psychodynamic counsellor/psychotherapist’.

1. Background to the Course

There are many different types of counselling, each based on their own concepts and orientation. The core theoretical orientation of this course is psychodynamic, which offers a model for understanding the human personality and how it develops through our network of relationships with others. A psychodynamic approach considers how psychological problems may originate, the repetitive patterns that maintain them, and how personal change may take place.

Underpinning a psychodynamic approach are the following fundamental ideas:

- It is through understanding that insight is gained, to create the possibility for change and development to occur

- Relationships and actions are dynamic, and each person is both author and product of his or her own history

- A psychodynamic approach is concerned with understanding the nature of the relationship between conscious and unconscious forces, underpinned by the belief that unconscious processes often determine our perception of ourselves and others, and our experience of reality

- Emotional growth is often inhibited or distorted by anxieties and defences that are historic in origin, but continue to be powerful in affecting our lives in the present

- There is continuous interplay between past and present relationships, thoughts, feelings and experiences, and between different parts or aspects of the personality
Psychodynamic counselling is informed by psychoanalytic concepts. On this course, there is a particular focus on the theoretical foundation provided by the work of Sigmund Freud, Melanie Klein and Donald Winnicott. More recent contributions to theory and practice are integrated, including developmental theory, attachment theory and neuroscience.

The course aims to enable students to gain knowledge, skills and attitudes through the study of psychoanalytic theory, the experience of infant observation, reflection on the students’ own work and counselling practice, and by reflecting on the students’ emotional experience of participating in the different aspects of the course.

1.1. The Work of Psychodynamic Counselling and Psychotherapy with Children and Adolescents

Psychodynamic counselling is concerned with understanding and giving meaning to a child’s internal world and interpersonal relationships. Central to the work is the relationship between the counsellor and client. This offers an opportunity for re-experiencing patterns in past relationships; beliefs, conflicts, and emotional responses, in a setting where these can be thought about and understood, rather than being re-enacted.

Counselling may be time-limited or much longer term, and the length of the work may affect the nature of interventions offered. On this course there is a requirement for some longer term work, once weekly for at least an academic year, in order to understand more fully the complexities of psychodynamic work with children and adolescents.

In work with children there is a strong emphasis on the counsellor’s capacity to:
- Provide a containing space and to be receptive to the child’s emotional experiences, communicated through non-verbal communication and symbolic play
- Monitor and explore his/her own feelings and make use of this awareness to inform an understanding of the child
- Manage uncertainty and not-knowing as the work unfolds

Counsellors need to be able to recognize and work with the positive and negative feelings which arise in the relationship. Awareness of difficult feelings and experiences is a necessary pre-requisite to enable integration of different aspects of self and other, so that difficulties can be understood and changed by being brought into conscious awareness.

The counsellor is responsible for managing the boundaries of confidentiality, time, the setting and other contractual issues. Students are expected to abide by the British Association for Counselling and Psychotherapy’s Ethical Framework for Good Practice in Counselling and Psychotherapy www.bacp.co.uk/ethical_framework.
Attention is paid to thinking about the impact of unconscious processes in the organisational setting, drawing on psychoanalytic and systemic ideas applied to institutions. Students on the course are required to work in a temporary institution themselves by attending the Group Relations Conference in Year 2 and Year 3 of the course.

Key to the work, from whatever theoretical standpoint, is a capacity to engage distressed or confused children and young people in a respectful, empathic way, so that the child is able to feel understood. Students are required to think about and try to understand the implications of a particular thought or action, and to be aware of being caught up in unhelpful dynamics and responses.

Students are encouraged to think independently, while remaining open to critical reflection and evaluation. The capacity to reflect on the meaning of experience is at the heart of psychodynamic counselling.

2. Overview of the Course and Modular Structure

2.1 Structure of the Course: Year 1-3

Year 1:
- One day each week of college based attendance on Monday
- Infant observation for one hour each week in the family home
- Work with children and/or adolescents in a paid or voluntary capacity for a minimum of one half day each week
- Personal individual psychotherapy at a minimum of once weekly

Year 2:
- One day each week of college based attendance on Tuesday
- Infant observation for one hour each week in the family home (Autumn Term)
- Supervised placement as a trainee counsellor, 3-5 hours each week/minimum of one half day each week
- Personal individual psychotherapy at a minimum of once weekly

Year 3:
- One half day each week of college based attendance on Tuesday
- A supervised placement as a trainee counsellor, usually a minimum of one day each week
- Personal individual psychotherapy at a minimum of once weekly

2.2 Personal Therapy: Year 1-3

Students are required to be in personal therapy, of at least once a week, for the duration of the programme. Students find their own therapists, with help from tutors, and fund the therapy themselves. Cost of therapy can vary widely, depending on geographical location and availability, so it is not possible to give precise costs, but for illustration indicative charges for therapy in 2015/16 were between £25 and £60 per session.
Personal understanding and a capacity for self-reflection are essential in the development of students’ professional abilities and skills as counsellors. Students also need a setting in which their individual experience can be explored and understood. Students are required to begin individual psychodynamic therapy or counselling in the first term of the course, continuing for the duration of the course. The minimum requirement is once weekly therapy.

In order for personal therapy to be potent, effective and deep, students are strongly recommended to have an experience of more than once weekly therapy, for all or some of their time on the course. Students are required to arrange individual therapy with a psychodynamic psychotherapist or psychodynamic counsellor who meets the requirements of the course. Following formal acceptance of a place on the course, students will receive guidelines about the specific course requirements for individual therapy.

Students in need of additional assistance to find an appropriate therapist, or students who need to change their therapist in order to meet course requirements, will be given further guidance. The course provides a list of senior and experienced psychotherapists who can offer students a consultation to discuss their therapy needs, and then refer students to an appropriate therapist. A fee is payable for a consultation. The consultation is confidential. The consultant will have no contact with the college, except to pass on in writing the name and contact details of the therapist(s) to whom the student has been referred.

Individual therapists will be asked to complete and return a form giving details of their training and experience, to ensure that these meet the requirements of the course. The student’s personal therapy is confidential. Progress in individual therapy will be considered in general terms when reflecting on students’ personal and professional progress on the course in termly tutorials, and in the end of year Student Review.
Approved Therapists

Approved Psychodynamic/Psychoanalytic Psychotherapists
Psychotherapist must have undertaken training in a recognised psychodynamic/psychoanalytic training institution and have at least four years post-qualified experience. Psychotherapists recognized by the course need to be listed in the current register of either:

The British Psychoanalytic Council (BPC)
http://www.bpc.org.uk

The Psychoanalytic & Psychodynamic Psychotherapy and Counselling Sections of the register of the United Kingdom Council of Psychotherapists (UKCP)
www.psychotherapy.org.uk

Psychodynamic Counsellors
Counsellors should be psychodynamic in orientation and training, have considerable post-qualified experience, and be accredited members of the British Association for Counselling and Psychotherapy, Psychodynamic Section.
www.bacp.co.uk

Queries regarding the suitability of a therapist or counsellor should be directed to the personal tutor. Tutors should be informed of any substantive changes in therapy arrangements, e.g. a decrease in frequency of sessions attended or termination of therapy, or if a need to change therapists arises during the course.
## 2.3 Summary Modular Course Structure: Year 1-3

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<th>Module Title</th>
<th>Assessment</th>
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<td>Module 1</td>
<td>Introduction to theoretical &amp; organizational concepts (Children and Adolescents)</td>
<td>Essay 1: 50% Theory Essay 2: 50% Work Discussion 100%</td>
<td>Graduate Diploma Level 6 (H)</td>
<td>30</td>
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<td>Year 1</td>
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<td>Examination 100%</td>
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<td>Student Review Pass/Fail</td>
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<td>Case Study 100%</td>
<td>Level 7 (M)</td>
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<tr>
<td>Year 2</td>
<td>Module 3</td>
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<td>Student Review Pass/Fail</td>
<td>Level 7 (M)</td>
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<td>Year 3</td>
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<td>Advanced Psychodynamic &amp; Organizational Theory (Children and Adolescents)</td>
<td>Mid-Year Essay 50% Final Portfolio: Organisational Essay 50% 100%</td>
<td>Level 7 (M)</td>
<td>30</td>
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<td>Year 3</td>
<td>Module 2</td>
<td>Advanced Psychodynamic Skills &amp; Principles/Techniques of Practice (Children and Adolescents)</td>
<td>Final Portfolio: Case Study 100%</td>
<td>Level 7(M)</td>
<td>30</td>
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<tr>
<td>Year 3</td>
<td>Module 3</td>
<td>Advanced Psychodynamic Competencies &amp; Professional Attitude (Children and Adolescents)</td>
<td>Student Review Pass/Fail</td>
<td>Level 7(M)</td>
<td>30</td>
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3. Studying at Birkbeck

3.1 Communication with Students: IT Services and Email; MyBirkbeck; Moodle

Access to Birkbeck Email and IT Facilities

Once enrolled, Birkbeck Central Computing Services will provide students with access to a unique student email account and inform students of their username, password and email address. This will also enable students to set up an account and gain access to the full range of Birkbeck IT facilities. The college will use the email address provided on application and enrolment documents. To link personal and Birkbeck email addresses, follow the instructions on the Birkbeck website. Students need to inform the college of any change of email address. Students can contact the IT Help Desk in Malet Street to resolve any difficulties.

The MyBirkbeck webpage is an essential guide for students. New students will find detailed information about many aspects of being a student at Birkbeck, including information on disability services, computing services, student support, and course administration.

MyBirkbeck can be found via http://www.bbk.ac.uk/mybirkbeck/guides/new-students. Please read this information carefully.

Moodle is the Virtual Learning Environment used at Birkbeck. All course materials, reading lists and administrative information (e.g. timetables, rooms and seminar groups) will appear on the Moodle page that relates to the relevant year of your course.

Once enrolled, students gain access to Moodle via the College website at http://www.bbk.ac.uk/; click on the Moodle tab and sign in with the username and password allocated following enrollment.

Students need to ensure early access to Moodle, as it is the primary route for communication and for learning. Students use Moodle from the start of the academic year to access current course information, many of the readings for the course, assignment titles and information about assignment submissions and results.

3.2 Birkbeck Library

The Birkbeck College Library contains some 250,000 books (excluding journals, pamphlets, theses etc.) and about 850 current journal subscriptions. The library is open 7 days a week in term-time and closes at 10:30pm on weekday nights; it is open 24 hours at weekends over the examination period. In the vacation the library stays open until 8:00pm. Most books are available for loan; journals are for reference only. The library provides a modern study environment with access to PCs for searching, access to MS Office software; remote access to the catalogue via a PC with modem at home.

Please see http://www.bbk.ac.uk/lib/about/ for details of Library services.

3.3 Role of Personal Tutors
A personal tutor is assigned to each student at the start of Year 1 of the course. A new personal tutor is assigned at the beginning of Year 2 of the course, who will then continue to be the student’s personal tutor in Year 2 and Year 3 of the course. Students will have one designated meeting with the personal tutor each term; additional tutorials when needed can be arranged with the tutor.

The personal tutor provides support, critical reflection and evaluation of the student’s overall progress on the course. Students need to keep the tutor informed about issues likely to impact on participation on the course. Formal assessment of student progress in each year of the course is undertaken by the whole staff team to provide a Student Review Assessment Report at the end of each academic year of the course.

3.4 Student Representation

At the beginning of each year students are asked to select two student year group representatives. Student representatives will meet with the Programme Manager and staff team once a term to: raise specific issues on behalf of the year group; reflect on the experience of the year group on the course as a whole; feedback information to the year group. Student representatives will have the opportunity to reflect on their role.

4. Course Assignments and Assessment: Year 1-3

Each year there are course assignments through which students’ progress on the course is assessed. These are described in detail in the sections of the handbook for each year of the course.

4.1 Submission and Marking of Course Assignments

Course work assignments, submission dates and dates when students will receive marks are posted on Moodle at the start of the academic year. Assignments are submitted online using Moodle, and instructions about how to do this will be provided prior to the submission dates.

Assignments are submitted with a candidate number as an identifier to ensure anonymity. The candidate number should be entered on the assignment submission without a name. Essays are blind double marked by two tutors. Feedback and comment sheets and marks will be posted on Moodle.

The guidelines for each written assignment stipulate the maximum word count for the assignment. Assignments that exceed the word count may be subjected to a 5% mark penalty.

4.2 Help with Essay Writing

Students need to take care with the basics of writing in good English. Spelling and grammar need careful checking and proof reading prior to submitting assignments. Marks may be deducted for poor English and presentation. Tutors will give clear feedback to help students to develop the standard of academic writing skills required,
as the course progresses. There are also a number of courses available in the college for improving study skills; these include courses for those studying in a second language.

4.3 Confidentiality

The name of the student, names of children and parents, clients, professionals and institutions, and specific geographical areas must be anonymised, to protect confidentiality. A statement that all identifying names have been changed to ensure confidentiality must be included in each submitted written assignment.

4.4 Presentation and Referencing

References are to be included using the Harvard Referencing System. Guidelines for referencing and presentation of written assignments can be found in Section 12, Appendix 1 of the handbook.

4.5 Plagiarism

Written assignments must avoid plagiarism by ensuring that use of the work of other authors is acknowledged and referenced. Plagiarism may also include the extensive inclusion of work taken from a student’s own previously submitted assignment, assessed and credited for a unit of this, or any another Birkbeck course.

Further information about plagiarism can be found in Section 9 of the handbook. Birkbeck regulations on assessment offences can be found in Section 11 of the handbook. Students are required to read and be fully informed about the Birkbeck regulations for assessment offences, including plagiarism.

4.6 Assessment: Grading and Marking Criteria

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<th>Marks for written assignments are given as a percentage:</th>
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<tr>
<td>70% - 100%</td>
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<td>60% - 70%</td>
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<tr>
<td>50% - 59%</td>
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<td>0% - 49%</td>
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Summary Assessment Criteria:
- Planning and structure
- Clarity and accuracy of written language and expression
- Ability to describe and understand relevant theory
- Ability to use theory to develop and sustain an argument
- Ability to think critically and to evidence and sustain a point of view
- Psychodynamic understanding and integration of theory and practice

Assessment Grades
Distinction: Well planned and structured; presenting a clear, well-reasoned and evidenced argument; clear and careful use of language; advanced critical thinking; evidence of original thinking and/or a level of complex understanding and analysis, informed by depth and breadth of reading; a highly developed capacity to integrate theory and practice.

Merit: Well planned and structured, with clear and careful use of language; good understanding of relevant theory that is well applied and integrated with practice; a sound and thoughtful level of psychodynamic understanding; an argument is presented and coherently explored, well supported by evidence, demonstrating an ability to think in a reflective, critical way.

Pass: Evidence of planning and structure, clarity of language; adequate understanding of basic theoretical concepts applied to practice; adequate evidence of psychodynamic understanding.

Fail: Lack of planning, inadequate structure, unclear or inaccurate use of language; relevant theory absent or inaccurately described, or poorly understood; inadequate integration of theory and practice, insufficient evidence of psychodynamic understanding; fails to meet the criteria of the assignment.

5. Course Structure and Content: Year 1

5.1 Structure of the course teaching day: Year 1

Students attend four sessions on a Monday 9.00am - 4.00pm:

- Theory seminar
- Infant Observation seminar
- Work Discussion seminar (Term 1 and 2/Counselling workshop, Term 3)
- Experiential group

A Student Business Meeting takes place weekly for 10 minutes for students to meet with the Senior Tutor to discuss course business and practical matters, in the mid-morning break.

5.2 Content of the course teaching day

The Theory seminar works through the theoretical reading syllabus. Students usually take turns in providing a brief presentation of key points and questions arising from the required reading for that week. Discussion in the seminar group is facilitated by the seminar leader and aims to clarify the basic theoretical concepts. Gradually the student will acquire an understanding of the development of psychodynamic theory and its application to clinical work.

The Infant Observation seminar is a small group that meets in Year 1, term 1-3, continuing into Year 2, term 1 of the course. In the first half - term students are expected to find a mother and new born baby to observe in the home setting, with the support of the Infant Observation seminar group.
Students will need to approach appropriate services or contacts to assist them in meeting an expectant mother, interested in having a student come to visit her and her baby at home, in the role of observer. The seminar group helps students to think about how to describe what is needed, manage the initial contact with parents, to take up an observational role, and to manage the boundaries of the observational role.

The observer will visit mother and baby in the home at the same time for one hour each week, beginning as soon as possible after the birth, and continuing throughout the first year of the baby’s life. Students are required to write up each weekly observation from memory, as soon after the visit as possible. (Approx. 1,000 - 1,500 words). The observer is encouraged to record what she/he observes, and the observer’s emotional responses in the course of the hour long observation.

Each student takes it in turn to present their typed record of the observation in the weekly seminar group for discussion and reflection on what has been observed. In this way the development of a small number of babies is followed by the group over the course of the first year of life.

Students develop: skills in receptive observation and recall; written skills to provide detailed description of the observed interaction and relationships between mother and baby, and the wider family group; a capacity to be aware of emotional responses aroused in the course of the observation, and to reflect on the meaning of emotional responses.

Students are expected to have established the Infant Observation by no later than the Spring half term of Year 1 of the course. Students are expected to have completed a minimum of 20 infant observations by the end of Year 1, in order to pass the Student Review Module of the Course, which is a requirement for progression into Year 2 of the course. The requirement is a minimum of 30 observations undertaken over the first four terms of the course, although it is likely that many students will exceed this.

The Work Discussion seminar is a small seminar group in Year 1, term 1 and 2 of the course. Students are required to be working with children/adolescents in a paid or voluntary capacity at the start of the course, continuing throughout the first year of the course. Students take it in turns to present a detailed descriptive account (1,000-1,500 words), of an interaction in their work role with an individual child/adolescent or group, in the work setting.

The seminar group aims to help students to begin to apply theoretical learning, and to develop psychodynamic skills applied to direct work with children, in a range of professional roles and settings.

The Counselling workshop replaces the Work Discussion seminar in Year 1, term 3, of the course. The Counselling workshop offers practical skills based learning in preparation for students taking up a trainee counselling placement in Year 2 of the course. The workshop aims to integrate the different elements of teaching and
learning on the course, and to enable students to begin to apply their learning to the role of trainee counsellor with children and adolescents.

**The Experiential Group/Large Group:** students are allocated to two experiential groups that meet weekly. The task of the group is to reflect on the experience of being a student on the course and a member of the group, and on the conscious and unconscious processes within the group. A tutor acts as consultant to the group and will comment on what may be happening dynamically within the group.

The two experiential groups are brought together in a whole year Large Group with the two consultants twice each term. The task of this group is to explore the conscious and unconscious processes involved in being a member of the course and a member of the Year 1 group as a whole. The large group allows for exploration of the relationship between members of the group and staff, the roles that are assigned and taken up, and the relationship between the course and the wider organisation.

**5.3 The Counselling Placement**

One of the key aims of Year 1 of the course is to prepare students to take up a Counselling Placement in September, prior to the start of Year 2 of the course. Students are informed at their initial course interview that they will usually need to allow one day a week for placements in Year 2, and will need to be flexible with regard to geographical area and days.

By the end of the first year, students are expected to: be well established in personal therapy; have gained relevant experience of applying psychodynamic concepts and approaches in work with children and adolescents in a professional role and setting; to have demonstrated sufficient emotional/psychological/professional awareness and insight to indicate readiness to take up a trainee counselling placement at the beginning of Year 2 of the course.

Some students may need to delay taking up a placement until later in the second year, in order to meet the criteria for readiness to take up a placement. In this case, the reasons for this, and what a student needs to do in order to be considered ready, will be noted in writing by the personal tutor.

**5.4 Setting up the Counselling Placement**

Setting up placements is a three-way process. The Birkbeck Placement Organiser works closely with the senior tutor, personal tutors, students and placement supervisors to ensure that both the course requirements and the placement organisation’s needs are being met.

In the Spring term of Year 1, the placement organiser and senior tutor meet with students to explain the organisational procedures for setting up placements. At this time, students will complete a ‘Placement Preference’ form to provide information, including the preferred client age group, the hours/days available for placement, and the geographical areas that are accessible.
The placement organiser holds a list of schools, voluntary agencies and CAMHS teams that provide placements for Birkbeck students on this course. The placement organiser and senior tutor work together to match students to placements, using the placement preference form, the tutors’ knowledge of each student, and the placement organiser’s knowledge of the placement, to guide the process. **It may not always be possible to meet a student’s preferences.**

Some students will find that securing a placement may involve more time, particularly if the student has specific requests; for example, if the student lives outside Greater London, college contacts might be limited and students may be asked to identify possible placements themselves. There are written guidelines for this which the placement organiser will provide, in these circumstances.

Time limitations, for example when a student can only be available outside daytime working hours, will make finding an appropriate placement much more difficult. In this case the student and the college will have to work closely together. Decisions about the placement will be taken by the placement organiser, in consultation with the placement organisation and the senior tutor. Final approval rests with the college. All placements are required to provide a case manager or placement coordinator if there is no on-site supervisor.

By the end of Year 1, the majority of students will have been matched to an appropriate placement and will have attended a placement interview. Placements vary in their requirements and recruitment processes vary in formality. The placement supervisor reserves the right to decide whether or not the student is right for their service.

Once a placement is offered to the student, a DRB check will be completed by the placement agency, usually in the Summer Term of Year 1, and where required, the student will arrange for their own insurance. Some placement agencies may offer induction events in the Summer term, in preparation for starting the placement in the Autumn term.

Students are advised to make themselves available to start the placement at the beginning of September in Year 2 of the course, and to discuss with the personal tutor if they may not be able to start the placement then, for any reason.

The first weeks of the placement will typically focus on an induction to the work of the organisation, to organisational policies and procedures, and the practicalities of starting to work as a trainee counsellor in the placement. Students are expected to have been referred and to have started work with one client by the Autumn half-term of the placement.

Further detailed information about starting the Counselling Placement, and progress through the placement, can be found in Section 12, Appendix 2 of this handbook.
5.5 The Internal Conference & The Group Relations Conference

Each year, the Child and Adolescent and Adult MSc Counselling Courses jointly hold a two day Internal Conference on a Monday and Tuesday for students in Years 1-3 of the Child and Adult MSc Counselling Courses. The Group Relations Conference is a temporarily created organisation which meets over a number of consecutive days, in Year 1 & 2 of the Child and Adolescent and Adult MSc Courses. Dates and details of the Internal Conference & Group Relations Conference will be made available in good time to allow students to make arrangements to attend. Any student who is unable to attend must inform the senior tutor and the Conference Director.

5.6 Written Assignments and Assessment: Year 1

<table>
<thead>
<tr>
<th>Year 1: Module 1</th>
<th>Title</th>
<th>Weighting</th>
<th>Academic Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Essay 1: Theory</td>
<td>50%</td>
<td>Total 100%</td>
</tr>
<tr>
<td>Term 1</td>
<td>Unit 1 x 2,500 words</td>
<td></td>
<td>Credit Points: 30</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Essay 2: Work Discussion</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td>Unit 2 x 3,000 words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1: Module 2</td>
<td>Title</td>
<td>Weighting</td>
<td>Academic Level 6</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>Exam</td>
<td>100%</td>
<td>Credit Points: 30</td>
</tr>
<tr>
<td>Term 3</td>
<td>1 x 2,500 words</td>
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</tr>
</tbody>
</table>

Assessment

Term 1, Assignment 1: Essay 1; Theory

A 2,500 word Theory Essay is set to assess the student’s capacity to: structure and present a clearly written discussion; to demonstrate learning from the introductory reading, seminars and groups attended in the first term; to demonstrate a capacity to engage with and understand some basic theoretical concepts, and their application to different learning experiences on the course.

Term 2, Assignment 2: Essay 2; Work Discussion

A 3,000 word Work Discussion Essay is set to assess the student’s capacity to: learn from the introductory teaching of observational skills and experiential groups, and to apply theoretical and organisational concepts in work with children/adolescents in a professional role and work setting.

Term 3, Assignment 3: Examination

A 2,500 word ‘seen’ Exam is set to assess students’ overall understanding of the application of a psychodynamic observational, theoretical and experiential approach to work with children and adolescents.
Examination entry forms
Each year the Registry requires students to complete and return an examination entry form in the autumn term of each year.

5.7 Student Review: Year 1

The MSc provides the foundation of knowledge and skill for the qualified student to begin their counselling career, and is a major step towards professional counsellor accreditation with the British Association for Counselling and Psychotherapy (BACP).

Prior to each tutorial, students are asked to submit a Self-Assessment Form reflecting on their academic, professional and personal development in Year 1 of the course, for discussion in the tutorial. Students may find it helpful to keep a journal to reflect on their progress through the course; the student’s capacity for self-reflection and for learning from experience is an important aspect of the Student Review process.

The personal tutor will provide verbal feedback on the student’s progress, informed by reports from tutors in the different seminars and groups. In experiential events, tutors focus on the student’s capacity to: participate and reflect on the experience; to develop increased self-awareness, and awareness of conscious and unconscious processes in the ‘here and now’ of the group dynamic, and awareness of their own role in the group.

The end of year Student Review is undertaken by the personal tutor in consultation with the teaching tutors, and is informed by tutorials with the student and the student’s Self-Assessment. Assessment focusses on: the student’s capacity to participate and to integrate learning from the different aspects of the course; the student’s academic, personal and professional development, and the student's capacity to develop as a psychodynamic counsellor.

To meet the standard of participation, learning and development required in the Student Review Assessment, students are expected to have achieved a course attendance rate of 90%.

Mid-Year Student Review

The Student Review is informed by the three tutorials in Year 1. The Mid-Year Review is undertaken in the Year 1 Spring term tutorial. The Mid-Year Review provides the opportunity to identify strengths and areas for improvement, in order to meet the required standards of the course.

If a student needs to improve to meet the required standards, recommendations to achieve improvement will be given to the student in written feedback by the personal tutor. At the end of the Academic Year, the personal tutor, in consultation with teaching tutors, provides a Student Review Assessment Report, based on the Assessment Criteria outlined below. The Student Review Module is a Pass/Fail Assessment.
A copy of the Student Review Assessment Report is given to the student following the meeting of the Board of Examiners, which takes place in July, following the end of Year 1. Students are required to pass the Year 1 Student Review Assessment Module, in order to progress into Year 2 of the course.

5.8 Student Review Assessment Criteria

The student is normally expected to have demonstrated that each of the assessment criteria outlined below has been met. Failure to meet one or more of these criteria may not in itself result in the student failing the Student Review Assessment Module; for example if the degree of failure is judged to be slight, and if the assessment identifies particular strengths in meeting other criteria.

<table>
<thead>
<tr>
<th>Year 1: Module 3</th>
<th>Title: Student Review</th>
<th>Academic Level 6 Credit Points: 30</th>
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</thead>
<tbody>
<tr>
<td>The student’s capacity to learn as assessed by:</td>
<td></td>
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<tr>
<td>1. Participation in the requirements of the course</td>
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<tr>
<td>This is assessed by:</td>
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<tr>
<td>• Attendance of at least 90% of the course</td>
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<td>• Attitude to learning demonstrated by active participation in the course</td>
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<td>• Evidence of independent preparation and private study to contribute to the course</td>
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<tr>
<td>• Evidence of competence in generic professional skills, including organizational and writing/presentational skills, information technology and administrative skills, self-management skills</td>
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<tr>
<td>2. Development of an understanding of psychodynamic competencies</td>
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<tr>
<td>This is assessed by evidence of a capacity to:</td>
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<tr>
<td>• Develop self-awareness and self-reflection, demonstrated by engagement in and commitment to personal therapy that meets the requirements of the course</td>
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<tr>
<td>• Integrate progress in learning in academic, professional and personal development</td>
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<tr>
<td>• Show evidence of developing a basic knowledge and understanding of child and family mental health problems, and inter-personal relational dynamics</td>
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<tr>
<td>• Evidence of a capacity to apply psychodynamic understanding and skills in direct professional work with children/adolescents</td>
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<tr>
<td>3. Development of an Understanding of Professional Attitudes</td>
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<tr>
<td>This is assessed by evidence of capacity to:</td>
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<td></td>
</tr>
<tr>
<td>• Learn from experience, reflection and supervision</td>
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<tr>
<td>• Relate and communicate, drawing on professional inter-personal skills</td>
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<tr>
<td>• Demonstrate knowledge and understanding of the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy, including an understanding of boundaries and confidentiality</td>
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<tr>
<td>• Demonstrate awareness of Child Protection Policies and Procedures in professional practice with children and adolescents, and the importance of the professional network</td>
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<tr>
<td>• Demonstrate awareness of the impact of difference and inequality in professional work with children/adolescents</td>
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</tbody>
</table>
6. Course Structure and Content: Year 2

6:1 Structure of the course teaching day

There are some changes to the staff team and student allocation to groups in Year 2 of the course.

Students attend four sessions on a Tuesday 9.00am- 4.00pm

- Theory seminar
- Infant Observation seminar Term 1/ Case Discussion seminar Term 2/3
- Counselling workshop
- Experiential group

A Student Business Meeting takes place for 10 minutes, usually twice per term in the mid-morning break, for students to meet with the Programme Manager to discuss course business and practical matters. Some Student Business Meetings may be attended jointly by Year 2 and Year 3.

6.2 Content of the course teaching day

Theory seminars and Infant Observation seminars follow broadly the same structure as in Year 1. The Theory seminar is offered in one large group in Year 2, and students are allocated to new and slightly larger Infant Observation Seminar groups, with a change in seminar leader. Infant Observation seminars in the Autumn Term continue to follow the development of the infant in the home setting. The group will begin to reflect on the process of ending, and on the patterns of relationships and themes that have emerged, in preparation for the task of writing the Infant Observation Essay.

Case Discussion seminars replace the Infant Observation seminars in the Spring Term of Year 2. The aim of the Case Discussion seminar is to help students to apply psychodynamic theory and skills in practice. Theoretical and technical issues will be discussed, with a focus on: the organisational framework, boundaries and containment; the client/counsellor relationship; application of observational skills in counselling practice; receptivity to non-verbal and symbolic communication; awareness of emotional responses.

The aim is to support the student’s integration and application of the different aspects of the teaching and learning on the course, rather than clinical supervision. Clinical responsibility for the counselling work remains with the placement supervisor.
**Counselling workshops** offer a more practice and experientially based approach to improving counselling skills and understanding. The workshops will focus on the techniques, ethical and clinical issues that students may be facing as they begin their clinical practice.

### 6.3 The Counselling Placement: Year 2

Students will attend the Counselling Placement throughout Year 2 and 3, usually for 1 day each week, and will typically see a minimum of 3 clients each week across a range of age and gender, whenever possible. Students are expected to achieve a minimum of 40 counselling hours in Year 2 of the placement, although many students exceed the minimum hours.

**Supervision on placement**: clinical supervision is an essential part of professional psychodynamic practice, to be maintained throughout one’s professional life. Birkbeck placement organisations agree to offer either individual or group clinical supervision on a weekly basis.

**Clinical supervision has five main functions:**

- **Educational**: to stimulate critical thinking about the relationship between theory and practice
- **Reflective**: to consider how the therapist’s own values, beliefs, attitudes and behaviours may impact upon the therapeutic process and to help the student to develop the capacity to reflect on and evaluate the impact on their counselling practice
- **Developmental**: to facilitate the student’s development as an ethical, competent and accountable practitioner
- **Supportive**: to consider the student’s personal and professional development and well-being in undertaking direct work with clients
- **Managerial**: to have due regard to the needs of the client, student, course, placement, profession, society at large, in accordance with the BACP Ethical Framework for Counselling and Psychotherapy.

**Second placements**

Some students may wish to take up a voluntary second placement in Years 2 or 3 of the course, in order to broaden their experience and acquire additional counselling hours, to count towards their professional accreditation as a counsellor with the British Association for Counselling and Psychotherapy.

Second placements do not fall within the remit of the Birkbeck course, but are organized and undertaken by students as an independent aspect of their development as counsellors. Although undertaken independently, students are advised to discuss an intention to take up a second voluntary placement with their personal tutor.
6.4 The Internal Conference & Group Relations Conference: Year 2

Year 2 and 3 students from the Child and Adult MSc Course jointly participate in a day of lectures, small group discussions and presentations by Year 3 students from both courses. Attendance is a course requirement.

6.5 The Group Relations Conference

Y2 students from the Child and Adult MSc Course jointly participate in The Group Relations Conference which meets over a number of consecutive days. Dates and details of the Group Relations Conference will be made available in good time to allow students to make arrangements to attend. Any student who is unable to attend must inform the Programme Manager and the Conference Director. In this case the student will normally be required to gain an equivalent amount of group relations experience by attending an additional Group Relations Conference later in the course.

The conference is staffed by organisational consultants drawn from tutors on the Child and Adolescent and Adult MSc Courses, and organisational consultants working in other institutions. A member of conference staff will provide a preliminary meeting with students to provide a background introduction, prior to the event at the start of Year 2 of the course.

The Group Relations Conference offers the opportunity to participate in the experiential study of group and organisational processes; there are no teaching sessions or seminars. The conference is organised in such a way that the defences of familiar everyday structures, conventions and procedures are removed, to enable the study of usually latent and unconscious forces and anxieties.

Conference members explore and learn about the interplay and tensions between the individual and the group, and the individual and the organisation. Students have the opportunity to experience and explore the part that they play in different kinds of authority relations. They also experience the forces brought to bear when taking up a role requiring leadership or followership.

The conference aims to enable the membership to learn how to exercise their own authority and gain greater influence over their working environment.

The role of the staff is to provide a programme and to create a reliable enough container, the temporary organisation, to enable members’ experimentation and learning from experience to take place. Staff will take up different roles in the conference; they act as managers to facilitate the work of the conference and undertake specific directorial, administrative and consultancy roles.

As consultants in the various ‘here and now’ events, staff will offer observations and hypotheses based on their understanding of what is happening.
Assignment 1: The Infant Observation Essay

A 5,000 word essay is set which requires an account of the overall development of the infant in his or her family setting, in the context of the observed mother-infant interaction and relationship, and the observed interaction and relationships in the wider family network, in the first year of the infant’s life.

A portfolio of 3 observations, usually selected from the beginning, middle and end of the observation should be attached as appendices to the essay. These should be briefly contextualised, but not discussed or analysed.

Assessment Criteria

1. Academic skills
   The student is expected to demonstrate a capacity to:
   
   - Present a clearly written and structured account of the observation, focussing on some key observational themes; link observational themes with theoretical concepts, informed by relevant literature, while keeping a clear emphasis on what has been learned through observation rather than theory
   - Include extracts from detailed observational notes to illustrate the themes, and to provide evidence to support the theoretical discussion and analysis/argument presented

2. Basic psychodynamic theory and organisational understanding
   The student is expected to demonstrate a capacity to:
   
   - Take up and maintain an observational role, to be receptive/attentive, and to refrain from intervening or giving advice
   - Notice and describe in detail the observed interaction and emotional responses that emerge in the observed relationships, and in the observer’s responses
   - Demonstrate a sensitive understanding of the observer’s role, both from the observer’s own perspective and the response of the family to having an observer
   - Reflect on the emotional and physical development of the infant in the first year of life, focussing on the interplay between the internal and external factors
   - Understand the factors that seem to either facilitate, or adversely impact on optimum development in the infant
   - Understand the impact of external events in family life, and the impact of beginnings, breaks, ending and disruptions to the frame of the Infant Observation
   - Reflect on the unconscious processes at work, through participation in the Infant Observation seminar group
   - Be aware of and sensitive to the varied ethnic, cultural and socio-economic backgrounds of the observed infant and family
Assignment 2: The Case Study

<table>
<thead>
<tr>
<th>Year 2: Module 2 Assignment 2: Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: The Case Study</td>
</tr>
<tr>
<td>Academic Level 7(M)</td>
</tr>
<tr>
<td>5,000 words</td>
</tr>
<tr>
<td>Credit Points: 30</td>
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</tbody>
</table>

A 5,000 word Case Study is set which requires an account of work with one individual child or adolescent client, seen in the Counselling Placement setting. The purpose of a case study is to demonstrate the ability to work psychodynamically.

The Case Study should include: background to the context of the work, background of the client, including: age, sex, ethnic and family background, salient points from the client's history: family, personal, social; the referral and the contract of the work, including the frequency and duration of the contract, whether the contract was kept; the presenting problem and any other significant problems which emerged during the work; communication with the referrer and professional network; a well observed description of the client; appearance, behaviour, presentation and relationship to the counsellor.

Assessment Criteria

1. **Academic skills**
   The student is expected to demonstrate a capacity to:
   - Present a clearly written and well-structured account of clinical work with a child/adolescent, focussing on some key themes.
   - Discuss the development of the themes and present a theoretically informed analysis/argument, well balanced and integrated with evidence provided by relevant, detailed, descriptive extracts from the case material

2. **Basic psychodynamic skills and principles/techniques of practice**
   The student is expected to demonstrate a capacity to:
   - Consider the development of the relationship between counsellor and client over time, including fluctuations in the transference and counter-transference relationship
   - Understand and be receptive to non-verbal and symbolic communication
   - Formulate a theoretical understanding of the presenting problem and the strengths and difficulties presented in the ongoing work with the child
   - Understand the impact of external events on the counsellor-client relationship: beginnings, breaks, disruptions, ending
   - Demonstrate an understanding of the difficulties raised by the case, including technical issues
   - Reflect on what the work achieved, and any difficulties encountered, focussing on ‘learning from experience’
   - Be aware of Child Protection concerns when relevant, and consider the role of and responsibility of the counsellor as a member of a wider team and professional network, in work with children and adolescents
6.7 The Student Review: Year 2

The Student Review in Year 2 focuses on the student’s ability to develop a professional identity as a psychodynamic counsellor, informed by: tutorials, the student’s Self-Assessment, and feedback from course tutors. The Review is also informed by a three way meeting to review progress in the placement, held in Year 2 term 3 of the course, attended by a course tutor, the student and the student’s placement supervisor.

6.8 Student Review Assessment Criteria

<table>
<thead>
<tr>
<th>Year 2: Module 3</th>
<th>Title: Student Review</th>
<th>Academic Level 7 (M) Credit Points: 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student’s capacity to learn as assessed by:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Attendance of at least 90% of the course</td>
<td></td>
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<tr>
<td>- Attitude to learning demonstrated by active participation in the different elements of the course</td>
<td></td>
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<tr>
<td>- Evidence of independent preparation and private study to contribute to and supplement learning on the course</td>
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<tr>
<td>- Evidence of enhanced competence in generic professional skills, including organisational and writing/presentational skills, information technology and administrative skills, self-management skills</td>
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</tr>
<tr>
<td>2. Professional development as a psychodynamic counsellor</td>
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<tr>
<td>This is assessed by:</td>
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<tr>
<td>- Evidence of a capacity to think and relate in a professional manner, effective communication and interpersonal skills</td>
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<tr>
<td>- Evidence of a capacity for self-awareness and self-reflection demonstrated by continuing commitment to personal therapy that meets the requirements of the course</td>
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<tr>
<td>- Evidence of a capacity to integrate learning across academic, professional and personal development, to demonstrate a good understanding of psychodynamic theory and application of theory in professional practice</td>
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<tr>
<td>- Evidence of enhanced knowledge and understanding of child and family mental health problems</td>
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<tr>
<td>- Evidence of enhanced capacity to learn from experience</td>
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<tr>
<td>3. The student’s capacity to manage and sustain a clinical placement</td>
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<tr>
<td>This is assessed by:</td>
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</tr>
<tr>
<td>- Evidence of good knowledge and understanding of the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy, including an understanding of and capacity to effectively manage boundaries and confidentiality</td>
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<tr>
<td>- Evidence of the skills and competence to apply the psychodynamic approach flexibly to meet the client’s needs; sufficient clinical understanding and</td>
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</table>
judgment to apply the appropriate interventions

- Evidence of ability to learn from opportunities for reflection on practice, on the course and from supervision on placement
- Ability to recognize when challenged beyond the limits of current professional competence and the need to seek additional professional support
- Evidence of a capacity to work within Child Protection Policies and Procedures in counselling work with children and adolescents, as a member of a professional network
- Awareness of the impact of deprivation, difference and inequality in work with children and adolescents

7. Course Structure and Content: Year 3

Main Teaching Aims: Year 3

(i) To consolidate the learning that has already taken place
- This will involve revisiting some of the texts and ideas in the first two years, but now with an opportunity to explore these in greater depth
- Students are expected to take more responsibility for their learning

(ii) Preparation to be an independent psychodynamic counselling practitioner.
- There is more time given to the counselling placement, with a focus on the development of the skills and attitudes required to prepare the student for independent practice, with correspondingly less time spent in college
- Students are encouraged to join the British Association for Counselling & Psychotherapy (BACP). Information about how to join the BACP can be found on their website www.bacp.co.uk.
- Students are encouraged to work toward the standard for BACP accreditation. In Term 3 a BACP accredited tutor will offer a workshop on accreditation by the BACP. Details will be posted on Moodle. Further information about BACP individual counsellor/psychotherapist accreditation can be found on their website.

7.1 Structure and content of the course teaching day

Students attend two sessions on a Tuesday 9.00am - 12.00 noon
- Theory seminar, which includes clinical and organisational theory
- Case Discussion seminar

A Student Business Meeting takes place for 10 minutes, usually twice per term in the mid-morning break, for students to meet with the Programme Manager to discuss course business and practical matters. Some Student Business Meetings may be attended jointly by Year 2 and Year 3.

Large Group meetings with the whole student group and members of the staff group take place once a term in place of the Case Discussion seminar. This is an opportunity for students to continue to reflect on the experience of being on the course.
7.2 The Counselling Placement: Year 3

In Year 3 students are expected to be receiving individual supervision, or the equivalent of 50 minutes individually per week in a supervision group, or in a mixture of group and individual supervision. Students who are not receiving individual supervision, or the equivalent, will normally be advised to supplement their existing placement supervision by arranging some additional individual supervision, for which a fee will be payable.

Additional fortnightly individual supervision is usually sufficient to meet the course requirements. The Programme Manager can provide a list of approved external supervisors. If the student chooses to approach a supervisor independently, the supervisor must be approved by the Programme Manager. Additional supervision will need to be discussed with the placement supervisor and the agency placement organiser, if that is someone different to the supervisor. This is normally addressed in the second year placement meeting between course tutor, placement supervisor and student.

If the need for additional supervision is identified in Year 3 of the course, or if supervision arrangements have changed, students must discuss this with the personal tutor, who may liaise with the placement supervisor if additional supervision needs have been identified by the course. The purpose of the additional supervision is to supplement the existing supervision on placement. Additional supervision may for example focus on one counselling case in detail, with a view to using this case for the long case study in the portfolio.

It is essential that students continue to present all placement cases to the placement supervisor, as it is the placement supervisor who holds the clinical responsibility for the cases seen on placement.

The additional supervisor is not normally asked to provide a supervisor’s report at the end of the year, or to attend the placement meeting, but if necessary or appropriate may be requested to do so by the Programme Manager.

7.3 The Organisational Observation

One of the tasks of being on placement is that the student needs to negotiate to take on a role as an observer of a series of team or group meetings that take place within the organisation. The aim is to develop the student’s awareness and understanding in preparation for taking up a role as a counsellor in an organisation, on completion of the course.

The organisational observation aims to help students to learn about:

- The functioning of organisational and group processes and dynamics
- The range of professional roles, responsibilities and tasks required in contributing to an organisation
- The roles and responsibilities required in being a member of a team and wider professional network
- The impact of unconscious processes on the individual and group on the capacity to function and to contribute effectively to the primary task of the organisation
The course does not have specific requirements to inform how the student will set up their role as observer, although general guidance will be provided in relevant seminars in Year 3. A series of observations made under the same or similar conditions is important, so that a consistent frame can be applied with which to observe the institution’s anxieties, defences and ways of dealing with conflict and authority, and other relevant issues.

The student is responsible for deciding on the nature of these observations, e.g. attending a regular meeting, or observing a part of the organisation in action, in consultation with the personal tutor. It is helpful to begin to consider how the role of observer can be arranged in the placement in discussion with the personal tutor, prior to the three way placement meeting in Year 2 of the course.

7.4 The Internal Conference: Year 3

Year 3 Students will elect Student Representatives to join staff and Year 3 students from the Adult MSc course on the conference organisation and planning group. Year 3 students will be asked to volunteer to prepare and deliver small group presentations or workshops, as part of the conference programme.

7.5 Consulting to Groups Event: Year 3

Dates and details of a two day Consulting to Groups Event will be made available in good time to allow students to make arrangements to attend. Any student who is unable to attend must inform the Programme Manager.

7.6 Written Assignments and Assessment: Year 3

<table>
<thead>
<tr>
<th>Year 3: Module1 Assignment 1: Term 2</th>
<th>Title: Mid-Year Essay</th>
<th>Academic Level 7 (M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units x 2,500 words</td>
<td>Academic Level 7 (M)</td>
<td>Credit Points: 15</td>
</tr>
</tbody>
</table>

Two Units of 2,500 words each are set:

- **An Organisational Essay**: based on one observation of an organisational meeting in the placement setting, and reflection/analysis of the observed interaction. The Organisational Essay makes use of the observation of an organisational meeting to explore the group and institutional dynamics at work within the organisation. Attention should be given to the role of observer, how this was established and maintained, and what further light it throws on the dynamics of the organisation, or part of the organisation being observed.

- **A Clinical Essay**: based on an account of one session with one individual child/adolescent client seen in the placement setting.
Assessment Criteria: Organisational Essay

1. Academic skills
   The student is expected to demonstrate a capacity to:
   - Present a clearly written and structured account of the organisational observation, including a brief factual description of the agency, a description of the primary task of the observed organisational meeting, the team structure and roles, as a context
   - Focus on some key observational themes linked to relevant psychodynamic and organisational theory, to present an argument/hypothesis about the unconscious processes at work in the observed interaction and relationships
   - Discuss the development of the organisational observation and relevant themes, with an appropriate balance between theoretical analysis, evidenced by detailed observational material

2. Advanced psychodynamic theory and organisational understanding
   The student is expected to demonstrate a capacity to:
   - Take up and maintain an observational role, to be receptive/attentive, and to refrain from intervening or giving advice
   - Notice and describe in detail the observed interaction and emotional responses that emerge in the observed relationships, and in the observer’s responses
   - Be sensitive to understanding the observer’s role, both from the observer’s own perspective and the response of the organisational group to being observed
   - Consider the organisational anxieties and defences in operation; how conflict and authority are experienced and managed, including the interplay between the internal and external factors in the life of the organisation and group
   - Understand the factors that seem to facilitate or adversely impact on healthy functioning in the organisation
   - Be aware of and sensitive to the varied ethnic, cultural and socio-economic factors that may impact on organisational and group functioning

Assessment Criteria: Clinical Essay

1. Academic skills
   The student is expected to demonstrate a capacity to:
   - Present a clearly written and structured account of a session with an individual child/adolescent, including: the organisational context, a brief factual description of the presenting problem, and a well observed description of the child and the counsellor-client interaction and relationship
   - Discuss the development of the session and relevant themes that emerged, with an appropriate balance between theoretical analysis and detailed case material

2. Advanced psychodynamic theory and organisational understanding
   The student is expected to demonstrate a capacity to:
   - Present and discuss the development of the content and process of the session; including receptive awareness of non-verbal communications and description of symbolic play
   - Present an analysis/discussion of the session, supported by well selected theoretical references
• Describe and reflect on fluctuations in anxieties and defences in the course of the session, and in the transference and counter-transference relationship
• Reflect on the link between a psychodynamic understanding of: the child’s strengths and difficulties; the relationship between counsellor and client in the work up to this point; and how these considerations may have informed the interventions made in the session, and the child’s responses to interventions in the session
• Consider the impact of external events on the content of the session, including breaks, disruptions to the frame and the impact of relevant family or organisational dynamics on the content of the session

7.6.1 Final Portfolio: Year 3

The Final Portfolio is submitted in September, following the end of Academic Year 3 of the course. The Final Portfolio is made up of two assessment units:

• The Organisational Essay, which together with the Mid-Year Essay carries 100% weighting (2 x 50%) for Year 3 Module I of the course. A pass in each unit of the Module carries an award of 30 Credit Points at academic level 7 (Masters level)
• The Extended Case Study carries 100% weighting for Year 3 Module 2 of the course and carries an award of 30 Credit Points at academic level 7 (Masters level)

Reference can be made between the two essays in the Portfolio. The Organisational Essay comes first, to avoid unnecessary repetition about the institutional background in the Case Study. The extended Case Study comes second, and must have an appropriate introductory contextualisation. This needs to assist the reader in understanding the background that is directly relevant to the work presented, rather than repeating information that has already been presented in the Organisational Essay.

The Final Portfolio must also include:

(i) A Treatment Log: a table listing of all clients seen in the course of the placement, including age, gender, brief summary of the presenting problem and number of sessions/clinical hours offered and attended.

(ii) 3 session reports, usually from the beginning, middle and later stage of the work undertaken with the child presented in the Case Study.

| Year 3: Module 1 Assignment 2: 5,000 words | Title: Final Portfolio; Organisational Essay | Academic Level 7 (M) Credit Points: 15 |
| Year 3 Module 2 Assignment 2 5,000 words | Title: Final Portfolio; Extended Case Study | Academic Level 7 (M) Credit Points: 30 |
Assessment Criteria: Final Portfolio; Organisational Essay

1. Academic skills

The student is expected to demonstrate a capacity to:

- Present a clearly written and structured account of a series of organisational observations, including a brief factual description of the agency, a description of the primary task of the observed organisational meetings, the team structure and roles, as a context
- Focus on some key observational themes linked to relevant psychodynamic and organisational theory, to present an argument/hypothesis about the unconscious processes at work in the observed interaction and relationships
- Present a theoretical hypothesis/argument, that is well balanced and well evidenced by selected detailed descriptive accounts of the observed relationships and interaction between members of the group, over the course of the organisational observation

2. Advanced psychodynamic theory and organisational understanding

The student is expected to demonstrate a capacity to:

- Take up and sustain an observational role, to be receptive/attentive, and to refrain from intervening or participating in the group interaction
- Notice and describe in detail the observed interaction and emotional responses that emerge in the observed relationships, and in the observer’s responses
- Be sensitive in understanding of the observer’s role, both from the observer’s own perspective and the response of the organisation group to being observed
- Consider the organisational anxieties and defences in operation; how conflict and authority are experienced and managed, including the interplay between the internal and external factors in the life of the organisation and group
- Understand of the factors that seem to facilitate or adversely impact on healthy functioning in the organisation
- Be aware of and sensitive to the varied ethnic, cultural and socio-economic factors that may impact on organisational and group functioning

Assessment Criteria: Final Portfolio; Extended Case Study

1. Academic skills

The student is expected to demonstrate a capacity to:

- Present a clearly written and well-structured account of ongoing work with a child/adolescent, including relevant background and contextualising information, as outlined in the Case Study Assessment Criteria in Year 2 Module 2
- Discuss the development of the work and relevant themes that emerged with an appropriate balance between theoretical analysis and detailed case material
- Integrate and apply psychodynamic theory and practice in counselling work with a child/adolescent
- Reference to specialist literature, relevant to understanding this particular child, is encouraged, and wider reading beyond the set texts if required
2. Advanced psychodynamic counselling skills

The student is expected to demonstrate a capacity to:

- Be receptive to and able to reflect on the meaning of non-verbal and symbolic communication
- Understand and work with the transference/countertransference relationship; recognise and respond to both the positive and negative experiences evoked in the transference
- Make appropriate interventions/interpretations and reflect on the impact of interventions in the client-counsellor relationship
- Understand and work with the impact of planned breaks and endings, and the impact of unplanned disruptions to the frame and boundary of the work
- Be aware of challenges to the limits of knowledge, skills and experience
- Learn from experience and from supervision

3. Advanced psychodynamic principles and techniques of practice

The student is expected to demonstrate a capacity to:

- Form and maintain a secure framework and boundaries in the counselling relationship, balancing this with the role and responsibilities as a member of a team and professional network
- Formulate an understanding of the difficulty presented within a framework of child and family mental health problems and a developmental perspective
- Formulate a psychodynamic understanding of the difficulty presented, informed by an understanding of emotional development, intra-psychic processes, anxiety and defences, and the interplay between internal and external experiences
- Be sensitive in managing the boundaries, balancing the need for confidentiality with the need for appropriate information sharing in work with children/adolescents
- Be responsible as a member of a team and professional network for addressing Safeguarding and Child Protection concerns in counselling work with children and adolescents
- Be sensitive to the impact of deprivation, difference and inequality

7.7 The Student Review: Year 3

The Year 3 Student Review is undertaken by the personal tutor in consultation with the course tutors, and will consist of three main elements:

- Academic, personal and professional development considered in the Year 3 tutorials including; feedback from the Mid-Year Essay and feedback from tutors’ evaluation of the student's participation in the different aspects of the course
- The Student Self-Assessment Form submitted in the Mid-Year Review
- The Placement Supervisor’s Year 3 Assessment Report, submitted at the end of Year 3 of the placement
Students are also expected to have achieved the competence, skills and professional attitudes to work independently as a counsellor, on graduation from the course. The course requirement is that students complete a **minimum of 100 clinical hours** by the end of Year 3 term 3 of the course. If there is any doubt that these targets will be met, students must bring this to the attention of their personal tutor in the Year 3 Mid-Year Review tutorial.

The personal tutor in this case will liaise with the Senior Tutor and Placement Organiser who will arrange to discuss the concerns with the student and the placement supervisor. Students will receive a written feedback that will outline areas identified and recommendations for action to be taken to facilitate the student in achieving required targets and standards.

### 7.8 Student Review Assessment Criteria

<table>
<thead>
<tr>
<th>Year 3: Module 3</th>
<th>Title: Student Review</th>
<th>Academic Level 7 (M) Credit Points: 30</th>
</tr>
</thead>
</table>

**Student Review Assessment Criteria: Year 3**

The aim is to assess the student’s competency to practice as a counsellor as demonstrated by:

- Achievement of the range of skills, competencies and professional attitudes outlined in the Placement Supervisor’s Assessment Report. (This is included in Section 12, Appendix 2 of the handbook).
- Achievement of the same range of skills, competencies and professional attitudes, assessed by the personal tutor and the third year teaching tutors, as evidenced by the student’s participation, development and achievements in the College based Modules of the course

### 8. Awards

Although the course is arranged in distinct modules, the underlying assumption is that learning is achieved through integrating the academic, professional, experiential and personal development opportunities provided by the course.

As this is a course with a strong vocational bias, there is an emphasis on ensuring that students can make responsible use of what they are learning. Consequently the assessment is designed to test this cumulative learning and to provide means for students to demonstrate that they can implement their learning responsibly.

Awards for students who exit the course at the end of Year 1 and Year 2 are summarised in the table below.
8.1 Summary of Exit Awards

<table>
<thead>
<tr>
<th>Year</th>
<th>Level</th>
<th>Credit Points</th>
<th>Exit Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>6</td>
<td>3 core modules@ 30 credit points each 90 credit points</td>
<td>Graduate Diploma 90 credit points</td>
</tr>
<tr>
<td>Year 2</td>
<td>7</td>
<td>3 core modules@ 30 credit points each 90 credit points</td>
<td>Post-Graduate Certificate 60 credit points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post Graduate Diploma 120 credit points (90 credit points @ Level 7 and 30 credit points at Level 6)</td>
</tr>
<tr>
<td>Year 3</td>
<td>7</td>
<td>3 core modules@ 30 credit points each</td>
<td>MSc 180 credit points Level 7</td>
</tr>
</tbody>
</table>

In order to proceed through the course and be awarded the MSc on completion of the third year, students must, each year, reach an overall pass standard in all 3 core modules of the assessment. Students who fail one or more modules in Year 3 will be eligible for the exit award of Post-Graduate Diploma.

8.2 MSc Award: Timescales

The portfolio and the placement supervisor’s report are submitted by mid-September following the end of the 3rd academic year of the course. The internal examiners (the third year tutors) will write a Student Review Report, partly based on the placement supervisor’s report, which, together with the written portfolio, will be made available to the Board of Examiners.

It is the Board of Examiners that determines the final mark. The Board meets before the end of the calendar year, normally at the end of November or the beginning of December. Once the Board of Examiners have awarded the marks, the results will be passed on to Registry, who will approve the final results to be awarded.

Registry will then notify each candidate in writing of their mark for each unit of the assessment and the mark and grade for the MSc as a whole.

Course tutors will not be able to inform students of their marks for the final MSc award prior to official notification from the Registry. Notification from the Registry may take several weeks. In view of this, students may request to know whether the results at the Exam Board indicate provisionally that they have achieved the overall
pass mark required to be eligible for the award of MSc. This communication of provisional overall pass/fail mark, pending formal notification from Registry, carries no official status.

Students should note that if they have not paid their course or other college fees in full, they will not be eligible to be examined and receive notification of marks until these debts are cleared.

Students may ask for feedback from their personal tutor on the mark awarded for the essays in the Final Portfolio and the Year 3 Student Review. Tutors are not obliged to give feedback once the course has finished, but will always do so if requested. This feedback will consist of a review of the written comments of the internal markers and will be given over the phone, or in a short email.

If a student wishes to have more extended feedback involving a tutorial meeting, he or she should expect to pay the tutor for this meeting, as it is not part of the tutorial contract. Students who have not passed the course will automatically be offered a feedback tutorial with their personal tutor, together with the Senior Tutor or Programme Manager if appropriate.

All students who have gained the award of MSc will be invited to a graduation ceremony, which usually takes place in March following the MSc award.

8.3 The Board of Examiners

The marks for each assessed unit of the course are determined at the annual Board of Examiners meeting. At each meeting of the Board the internal markers (course tutors) bring their provisional marks for the Board to consider; only the Board has the authority to assign the formal mark for each unit of the assessment. In the first 2 years the Board normally meets in July, and in the third year the Board normally meets in November or December.

At the third year Board Meeting, the Board will determine the category of the final award of the MSc in Psychodynamic Counselling (Distinction, Merit, Pass, Fail). In reaching a decision about the final mark, the Board of Examiners will be guided by the following principles (which also apply, where relevant, to the 1st and 2nd Year Boards):

9. MSc Award Assessment Policies

The marks for Year 1 are regarded as formative (when judging the marks for the course as a whole), while the marks for Years 2 and 3 are regarded as summative. This means that only the marks for Years 2 and 3 will contribute directly to the calculation of the final mark for the award of MSc. The marks for Year 1 will be taken into account by the Board of Examiners in considering each student and their development in the course overall.

All of the assessed elements must be passed in order for the student to be eligible for the award of MSc.
In all cases the Board of Examiners will use its discretion, based on all the available evidence, to arrive at the final category of award for each student.

**Non-submissions/ late submissions/ failures/re-assessments and re-takes/ mitigating circumstances**

Please also refer to MyBirkbeck for current college policies and procedures.

**Non-Submissions**
A student will be deemed to have attempted a module if they have registered for that module and not submitted any written notification indicating withdrawal from the module or programme by the relevant published deadlines.

If a student attempts a module but does not submit any work for the assessment as outlined in the course handbook and published guidelines for that module, and does not have an application for mitigating circumstances accepted by the Examination Board, they will be deemed to have failed the module and to have used up one attempt at the assessment for that module. A result of zero will be recorded for that module.

**Failures, re-assessments and re-takes**
Where one module is failed, the Board of Examiners will allow either a re-assessment or re-take of the failed module. Re-assessment means the student can re-submit the failed unit, in a time frame determined by the Board of Examiners. This may mean the student can re-submit the failed unit before the start of the next year. An opportunity for re-assessment is given when the degree of failure is not too severe (normally a mark not below 40%).

In cases of more severe failure, and where two or more assessed units are failed the student will normally have to re-take the year. In Year 3, if one assessed unit is failed, the student must successfully re-submit that unit before the MSc can be awarded.

Re-assessments may take the same format as the original assessment of the element in question, or may take an alternative format at the discretion of the Board of Examiners. **Only 1 re-assessment attempt is permitted for each failed module.** A 50% cap is placed on any re-assessment (except where mitigating circumstance have been accepted on the failed assessment, when the student will be permitted re-assessment without penalty).

This means that the assessed unit will not count towards the minimum number of credits to be passed at any level. In this case the student will need to re-take the year in which the assessed element is taught, in order to re-submit the unit to achieve a pass in that assessed element.

The Board of Examiners will only be able to confirm the reassessment requirements for any module once the full profile of marks for the individual module is known. Following the meeting of the Board of Examiners, the Registry will inform students in writing of the modules in which they require re-assessment.
Late submissions and mitigating circumstances

Students who submit work late that is to be considered for assessment will need to submit a mitigating circumstances application. If an application for mitigating circumstances is accepted, the Board of Examiners will allow the ‘real’ mark to stand. If the application for mitigating circumstances is not submitted or accepted than the penalty mark will stand.

An assignment that is submitted late and has achieved a pass mark of 51% or above will be awarded a penalty mark of 50% if there has been no application for mitigating circumstances, or if the application did not meet the criteria for acceptance of mitigating circumstances. Students will receive both marks. If the late submission is not of a pass standard, then the original mark is awarded. Where an assessment has not been submitted and no application for consideration of mitigating circumstances has been made within the time period of 7 days after submission date, a mark of zero will be awarded.

Mitigating Circumstances: Policy, Procedures and Guidance

The following is a summary of College policy which can be found at:

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

Mitigating circumstances are defined by the College as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. The purpose of the mitigating circumstances regulations is to enable the College to take into account circumstances that have prevented the student from demonstrating their achievement (rather than their potential).

The College policy applies to specific circumstances that affect assessment only. It does not apply to long term medical conditions or other conditions – in such situations the student needs to apply for allowance under the College’s special examination arrangements procedures (advice can be obtained from the Disability Office).

A Mitigating Circumstances application should be submitted if valid detrimental circumstances result in:

- Late or non-submission of coursework
- Poor performance in assessment

For an application for mitigating circumstances to be accepted a student must produce independent documentary evidence to show that the circumstances meet the criteria for mitigating circumstances laid down in the college procedures, which can be found on MyBirkbeck

Submitting a Mitigating Circumstances Application

A copy of this form can be obtained from MyBirkbeck. Please ensure that you notify your tutor, the Senior Tutor and the Course Administrator if you need to submit a mitigating circumstances application.
Students are encouraged to submit their claim for mitigating circumstances in advance and at the earliest opportunity. The final deadline for submission of a claim is no later than 7 days after the submission deadline.

The Mitigating Circumstances claim and associated evidence will be considered by a panel which will report to the next Board of Examiners Meeting. The Board will make one of the following decisions for each claim:

- Accept: the claim is accepted as affecting that item of assessment
- Allow late: no penalty will be applied in respect of late submission
- Reject: the claim is not accepted for that item of assessment

Where the Mitigating Circumstances Panel has accepted a claim, the relevant board will use its discretion to judge how these circumstances will be taken into consideration. Possible decisions could include that the student:

- Will be given another assessment opportunity which shall not count as an additional attempt at the assessment (known as a reassessment without penalty). Alternatively, the board may feel that the circumstances and evidence warrant a retake of the module without penalty.
- Will not be penalised for late submission of coursework and the mark for the unit will be allowed (i.e. the penalty for unauthorized late submission of a mark no higher than 50% is withdrawn)

Individual marks will almost never be changed in the light of mitigating circumstances. Assessment is designed to test achievement rather than potential.

Students may appeal against a decision of the Board of Examiners on the basis that there were mitigating circumstances that the student was unable or, for valid reasons, unwilling to submit to the Board of Examiners by the deadline.

Examples of circumstances that are likely to meet or unlikely to meet the criteria for mitigating circumstances can be found on MyBirkbeck

Deferred submissions
A student who fails to attend or submit one of all elements of assessment for reasons judged to be valid by the Board of Examiners may be allowed to be assessed as if for the first time. This is known as a ‘deferral’. A student who wishes to apply to defer an assessed element must apply in writing to the Senior Tutor as soon as possible before the submission date.

Deferrals will be granted for the same reasons as mitigating circumstances for late submission. In addition a student may apply for a deferral where they are unable to fulfill the criteria for submitting an assessed element, e.g. they have not yet started their clinical placement, or have not gained sufficient clinical hours to attempt a piece of clinical writing, or to give their placement supervisor sufficient evidence on which to write a placement report.
Deferrals are normally granted until the next submission date. A deferral does not normally count towards the two attempts allowed for any individual element of assessment.

**Plagiarism**

**Please refer to MyBirkbeck for current college policies and procedures**

Plagiarism is defined by the College as ‘the submission for assessment of material (written, visual or oral) without correct acknowledgement, in such a way that the work could be assumed to be the student’s own, or could be assumed to have been originally produced by the student for the purposes of the assessment in question, where this is not the case.’

Plagiarism includes the unattributed use of another person’s work, ideas, opinions, theory, statistics, graphs, models, paintings, artefacts, performance, computer code, drawings, quotations of another person’s actual spoken or written words, or paraphrases of another person’s spoken or written words. **It may also include the submission of unattributed work previously produced by the student towards another assessment, or published in some other forum.**

A student who knowingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is committing an assessment offence.

It is accepted that not all cases of plagiarism are committed intentionally, and that it is not appropriate to invoke the formal processes within this policy for all cases where work submitted for assessment meets the College definition of plagiarism. When, in the judgment of the marker, a student has committed a minor act of plagiarism for which the formal processes are not appropriate, a marker may:

- Reduce the mark for the element of assessment relative to the scale of the offence
- Award a mark of zero for the element of assessment in question
- Issue an informal warning. Records of informal warnings should be kept to inform decisions as to whether to consider allegations of plagiarism under the formal processes of this Policy; any allegation of plagiarism against a student who has already received an informal warning should be dealt with under the formal provisions of this Policy

Any appeal against a decision must be submitted in writing within 10 days of notification of any decision. For more information please consult the Birkbeck policy on assessment offences.

**10. Break in Study/Withdrawal from the Course**

**Please refer to MyBirkbeck for current college policies and procedures**
Students are normally allowed to suspend studies for a maximum of two years in total during their programme of studies. That may be for one period of two years or for non-consecutive shorter periods that add up to a total of two years or less.

Any break-in-studies would normally be for a minimum of one year. A student may also request a break-in-study during the course of the year, but will then normally have to repeat the year. A student may undertake a re-assessment of a failed assessment element during their Break in Study.

Any request for a break-in-study must be made in writing to the Senior Tutor at least one week before the end of the academic year.

If you have attended for part of a term you will normally be liable for the fees due in that term, unless there are mitigating circumstances. Students are not normally liable for fees for each new term in an approved break-in-studies.

Students who have been granted a break in studies and wish to have additional tutorial support, or who are on a break-in-study and wish to have some tutorial involvement over the year, can normally choose to enrol and pay a ‘writing up fee’ which entitles students to tutorials.

Students can also register rather than enrol, and pay separately to access library/computer use. In this case, students should directly approach the Library and ITS to use their services. If registered rather than enrolled students are not entitled to any formal tutorial input.

**Withdrawing from the course**

Any student who withdraws from the Course must do so through MyBirkbeck, confirming this in writing to the Programme Director.

**11. Birkbeck policies on assessment offences, termination of registration for non-payment of fees, or on academic grounds**

Copies of these policies can be found at: [http://www.birkbeck.ac.uk/mybirkbeck/services/rules](http://www.birkbeck.ac.uk/mybirkbeck/services/rules)

**12. Appendices**
Appendix 1: Guidelines for Coursework Presentation and Referencing

Course Presentation and Referencing

Title Page
All assignments must be submitted anonymously. The title page must show the candidate number provided by the course administrator, in capitals spaced and centred. The assignment name as described in the course handbook to be included. A word count to be included. The following statement must be included at the foot of the page:

‘Dissertation/Project/Essay etc. (as appropriate) submitted for the award of MSc in Psychodynamic Counselling and Psychotherapy, with Children and Adolescents, Birkbeck College, University of London’

Disclaimer
The following statement is to be included on a separate page:

‘I certify that the work submitted herewith is my own and that I have duly acknowledged any quotation from the published/unpublished works of other persons.’

Confidentiality
Names of people should be changed, both clients and author, professionals should be referred to by title rather than name, e.g. Head teacher. Specific references to places should be anonymised, e.g. Islington referred to as an Inner London Borough. A statement that names of individuals, organisations and locations have been changed to protect confidentiality needs to be included.

Main Text
The text of the essay should have numbered consecutive pages throughout. The work must be word processed using 12 font size on white paper, 1.5 or double line spacing. Typographical systems for headings, sub-sections and indenting must be consistent throughout.
REFERENCING
All references are to be presented in the standard Harvard Referencing format. References in the main text body of the assignment must be listed in a bibliography at the end of the assignment. Whenever a reference is made to the published work of an author in the text, this should be referenced in the text, by surname and date of publication, for example: ‘

The mother’s early relationship with her baby seemed to be best described by the concept of primary maternal preoccupation, (Winnicott, 1956)………

The bibliography would then include:


Direct quotations

Direct quotations in the text should be put in quotation marks and include reference to the surname of the author, date of publication, and the page number. For example:

There has been much discussion of the experience of otherness in psychoanalysis, Kristeva (1988: p.192) comments, ‘By recognising our uncanny strangeness we shall neither suffer from it nor enjoy it from the outside’.

Longer quotations are best presented indented in the text in italics. This is advised for extracts from student’s own observational or case material, when these are quoted directly from the original notes, to illustrate a point being presented in the text.

By recognising our uncanny strangeness we shall neither suffer from it nor enjoy it from the outside. (Kristeva, 1988: p.192)

Multiple authors

If a text has two authors, both should be given (e.g. Smith and Jones, 1995). If more than two authors, use the convention et al after the first author’s name. For example, (Smith et al, 1998.)

All authors referenced in the main text should be listed in the bibliography of references at the end of the Assignment, in alphabetical order.

NB: the date reference in the text and in the bibliography must be to the date of the original paper, not to the date of the publication of the book in which it appears, as this may be a later reprint.

For example:
References at the End of the Assignment

At the end of the text, all references should be listed in a standard format, in alphabetical order. There are three ways of presenting a reference, depending on whether it is to a book, a chapter in a book, or a journal article.

Books
Author(s):
Name, initial. (date) Title. Place of publication: Publisher.

Multi-authored:
Name 1, initial., Name 2, initial. and Name 3, initial. (date) Title. Place of publication: Publisher.

Edited
As with books, but with (eds) added after the authors.

Chapter from a Book
Name of author(s) of the chapter, Initial. (date) Title of chapter. In: Initial. Name of editor(s), *Title of Book*. Place of publication: Publisher.

Journal articles
Name of author(s) of the article, Initial. (date) Title of article. *Journal title in full, volume*: start page number – end page number.
All authors should be listed for jointly written books, chapters and articles.

Referencing from Secondary Texts
If the only source for a reference is from another text, this should be acknowledged in the references as: Full reference of original, quoted in, full reference of secondary source.

Internet Resources
As with books or journals, but with the internet address and date of access appended.
Remember: a reference list should be a complete list of all sources actually referred to in the essay/dissertation. It is different from a bibliography, which lists sources drawn on but not necessarily explicitly referred to.
Appendix 2: Guidelines for Counselling Placement Supervisors

The MSc in Psychodynamic Counselling and Psychotherapy with Children and Adolescents is located in the Centre for Psychosocial Studies in the School of Psychology at Birkbeck College. The course meets for one day a week over three years. Counselling placements are arranged for students in the second and third years of the course.

2nd year students are expected to spend between 3 and 5 hours per week on placement, seeing 2 to 3 individual clients per week and receiving weekly supervision (or its equivalent on a less regular basis). Most begin with at least one client before the October half term break. Supervision can be individual or in a group. Supervisors may have training other than psychodynamic however it is expected that supervision will support the psychodynamic course ethos. The weekly Case Discussion Group on the course offers all students the chance to present case material and to think about it within a psychodynamic framework.

3rd year students are expected to spend at least 5 hours per week on placement, seeing 3 individual clients per week and receiving weekly individual supervision (or its equivalent) of one hour. Where individual supervision is not available in the placement, students are advised to have an additional supervisor, who can offer individual supervision in addition to the supervision in the placement.

This additional supervisor may be someone made available by the placement, or may be organized by the student with help from college tutors. Additional supervision is intended to help the student with his or her learning, and to supplement the supervision on placement. It is made clear to the student and additional supervisor that clinical responsibility always lies with the placement supervisor.

Supervisors are reminded to consider referrals for both 2nd and 3rd year students carefully bearing in mind the student’s skills and competencies. Usually this means that children and adolescents who are presenting issues meet Tier 3 mental health assessment criteria are not referred to students on placement. Students will be writing papers for academic purposes on their clinical practice however no names or identifying details will be included.

In their 3rd year students have also to gather material for an organizational study of their placement, and are advised to allocate about one hour per week for this. Students gather their material in different ways: by attending staff or clinical meetings or other agency meetings. It is part of the task of the organizational study for students to negotiate a role for themselves as an observer of some part of the life of the placement agency. In their writing-up of their organizational study students will disguise all names and details of their placement. In order for students to gain sufficient experience of working with clients over time, we require that at least one client for 2nd year students and at least one client and preferably two clients for 3rd year students are seen on a long-term basis (i.e. for at least six months).

Students need to do a sufficient number of counselling hours in order to meet the course requirements, and to lay the basis for BACP accreditation. In terms of the course requirements, students need to be doing enough counselling work in order for
them to learn on placement, and for their work to be assessed. The precise number of hours involved will vary between students, and will be discussed in the three-way meetings (see below). To meet the course requirements, students need to log a combined total of 100 clinical hours over the two placement years as a minimum requirement.

In the second year of the course students have weekly case discussion seminars to bring clinical material from their placement for discussion. In the third year organizational aspects are also considered. The aim of the case discussion seminars is to help the student apply theory to practice and to consider some of the clinical issues involved in the particular case under discussion. Their function is learning, not supervision. Clinical responsibility for the counselling work always remains with the placement supervisor.

In order to monitor the progress of the student and establish a link between college and placement, a three-way meeting is held in the third term of the first year of the placement. A course tutor will meet with the student and supervisor (and the placement organizer, if different from the supervisor, if appropriate).

These meetings provide an opportunity for the learning needs of the student and the expectations and requirements of the placement to be discussed. They also function as an opportunity for the student to receive feedback on his or her counselling work and involvement in the agency. The course tutor will write a brief summary of the points discussed in each meeting and circulate these to student and supervisor, so that a written record of the student’s progress in the placement is built up.

Should any concerns arise in the placement, supervisors are expected to contact the placement organizer quickly should any concerns arise about the students capacity to manage the work required by the placement, or concerns about difficulties in ensuring the student is on target to meet the required number of hours in each year of placement. Supervisors are asked to write a report on their student at the end of each year. The report will consist of a brief record of the clients seen and an assessment of the student’s work.

Supervisor’s reports should be submitted to the Programme Manager by 1st June for students in Year 1 of Placement, and 1st July for students in Year 2 of Placement each year. A form for Placement Supervisors to use for their reports is provided. Supervisors or placement organizers may contact the Birkbeck Placement Organiser at any time for more information, and particularly if they encounter problems with the placement.

TIMELINE

Between March and July of Year one, prior to starting the placement the following September, the Placement Organiser and Senior Tutor, will be in regular liaison with all 1st year students. They will ensure that students are offered a placement to which they will need to apply in the Summer term of Year one. Interviews are offered in the Summer term. Following acceptance of a placement offer most students are asked to complete CRB/DBS forms, and may be invited to attend some induction events in the Summer term, in preparation for starting the placement in September.
- **In September**: Students should have their CRB/DBS check completed and should be ready to begin on placement the first week of September, beginning with an induction to the placement organisation, and an introduction to the role. Supervision sessions start at this point as well and can be used to review referrals, discuss the use of resources, discuss how the first session might be approached, whether or not liaison with teachers will be carried out by the student counsellor and so on.

- **By October half term**: Students are expected to be working with at least one client and attending weekly supervision. If there is a concern about a student’s readiness to practice, the placement supervisor needs to inform the placement organiser or Senior Tutor will be contacted by the supervisor. If the student counsellor has concerns about lack of referrals, s/he can contact the Placement Organiser and Senior Tutor directly.

- **By December**: Students should be providing on-going sessions for a minimum of two clients.

- **Between March and July**: 2nd year students on their first year of placement will have had a placement visit from a course tutor or from Lyn French. There is no placement visit for 3rd year students unless requested either by the supervisor or the student.

- **By 1st June/ 1 July**: Placement Supervisors Reports are submitted by 1st of June for students in the first year of placement, and 1st July for students in the second year of placement.
MSc in PSYCHODYNAMIC COUNSELLING & PSYCHOTHERAPY with CHILDREN and ADOLESCENTS

AGREEMENT BETWEEN THE COLLEGE AND PLACEMENT AGENCY

The college

In entering into an agreement with a counselling placement agency, the MSc in Psychodynamic Counselling with Children and Adolescents, based at Birkbeck College (hereafter referred to as “the college”) agrees to put forward a student who:

1. has successfully completed the first year (for a 2nd year student) or second year (for a 3rd year student) of the course.
2. is in personal counselling or psychotherapy of at least once a week with an approved psychodynamic practitioner
3. has been made conversant with the BACP Ethical Framework, and understands that he or she is expected to work according to its requirements.
4. has taken out professional insurance (unless covered by insurance at the placement agency) prior to beginning work at the placement

The college also undertakes to respond appropriately should the placement agency communicate serious concerns regarding the student’s conduct on the placement. In most instances a 3-way meeting will be arranged to address the concerns.

The placement agency

In accepting a student from the MSc. in Psychodynamic Counselling with Children and Adolescents, the placement agency undertakes to:

1. provide the student with a dedicated counselling room and sufficient counselling clients, at least one of whom should be available for long-term work (i.e. at least six months) bearing in mind the student’s skills and competencies. (Usually this means that children and adolescents who are presenting issues meet Tier 3 mental health assessment criteria are not referred to students on placement.)
2. obtain parental permission for all clients seen
3. provide the student with weekly supervision (or its equivalent)
4. In the case of 3rd year students provide the student with the opportunity to attend regular staff meetings or some other forum for the student to observe the life and functioning of the agency
5. offer a placement until at least the end of the academic year
6. arrange for the supervisor (and placement organizer if appropriate) to attend a three-way meeting with a Course Tutor and the student in order to monitor the progress of the placement
7. submit a supervisor’s report to the college by the date specified in the report
8. ensure that the orientation of the course and its requirements for client work and assessment, particularly the supervisor’s report, are congruent with the agency’s aims, orientations, procedures and resources
9. ensure that the agency is working to the BACP Ethical Framework or a comparable code
10. agree to the student bringing client and organizational work from the agency to the course for discussion, on the understanding that all necessary steps will be taken to preserve confidentiality
11. ensure that the student is only provided with clients appropriate to his or her competence and learning needs
12. communicate with and liaise with the Senior Tutor or the Placement Organiser should serious concerns arise regarding the student’s conduct during the placement
13. ensure that the agency has a recognized complaints procedure to be followed in case of a complaint against the student
14. ensure that the student is familiar with the agency’s Child Protection Procedures
MSc in PSYCHODYNAMIC COUNSELLING & PSYCHOTHERAPY with CHILDREN and ADOLESCENTS

GUIDELINES FOR THE PLACEMENT SUPERVISOR’S REPORT

to be submitted by 1st June for Year 1 Placements and 1 July for Year 2 placements each year to lynifrench@aol.com

CONTEXT

The placement supervisor’s report is an important component of the student’s overall assessment as it provides feedback on the student’s clinical counselling work. We recognize that thinking about the report, as well as actually writing it, can be time consuming, but it does enable us to build up a valuable picture of the student’s clinical skills.

The placement supervisor’s report forms the basis of the three-way meeting which functions as a review of the student’s progress on the placement. You may find it helpful to take notes during this meeting as this will make the report writing a less onerous task.

The placement supervisor’s report forms part of the Student Review which is carried out by the staff team at the end of each academic year. Students receive a copy of their Student Review, including the placement supervisor’s report, at the end of each academic year.

The report also constitutes a formal record of clients seen each year. Students are required to log a minimum of 100 counselling hours over the course of two years.

GUIDELINES FOR ASSESSING THE STUDENT’S COUNSELLING WORK

In order to assist you in making an informed judgment about the level of the student’s counselling work, we have devised a check-list of clinical competencies which we would expect the student to have achieved in order to pass the year. Students on the second year of the course, and their first year of placement, should demonstrate the skills at a basic level. Third year students (who will be on their second year of their placement) should have consolidated at least some of the more basic skills.

The competencies are divided into three main categories, each with a check-list breaking down the particular skills and abilities which together constitute the student’s overall capacity and competence as a trainee counsellor.

Please indicate whether the skills have been achieved at a basic or consolidated level. At a basic level the basic principle or idea involved is grasped, but the level or depth of understanding or skill involved may be intermittent, variable or limited. At a consolidated level the particular competence has been internalized and can therefore be employed or demonstrated in a coherent, thoughtful or creative way.

The checklist’s value is to try and pinpoint the particular areas of strength and weakness in each student. Your written comments are also requested so that we can gain a fuller picture of the student’s counselling practice.
PLACEMENT SUPERVISOR’S REPORT

Student’s name:
Placement agency:
Name of supervisor:
Name of placement organizer (if different from supervisor):
Period covered by this report: Date of report:

RECORD OF CLIENTS SEEN:

<table>
<thead>
<tr>
<th>Client’s Initials</th>
<th>Sessions offered from (date) to (date)</th>
<th>No. of Clinical Hours Logged</th>
<th>Brief Description of the reason for the referral</th>
</tr>
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ASSESSMENT

First Report (for 2nd Year Students on their first year of placement): Please give an account of the student’s skills in each category highlighting their strengths and areas to be developed. When possible, please state whether or not the skills have been achieved at a basic or consolidated level. Does the student work within the BACP Ethical Framework?

Second Report (for 3rd Year Students on their second and final year of placement): When writing this report on students you have supervised for a second year on placement, please refer back to the first report and highlight strengths, areas that have been improved and skills to be further developed.

1 Adopt a professional role
   - Understand the boundaries of the counsellor’s role and work within it
   - Work according to the BACP’s Ethical Framework
   - Work collaboratively with colleagues
2 Work with clients
- Understand how clients are assessed as suitable for counselling
- Engage and form an initial counselling relationship with a client
- Sustain a counselling relationship
- Understand the psychodynamic significance of the client's history and internal psyche
- Understand and work with different the ways children and young people bring material (including how they use resources provided such as play and art materials)
- Work with difference
- Work through endings

Comments:

3 Think about the material
- Make appropriate interventions/interpretations and gauge/reflect on their helpfulness or otherwise
- Understand the individual child's psychic organization and communications e.g. defences, anxiety etc.
- Recognise a range of disorders including specific syndromes and formulate these psycho-dynamically.
- Understand and work with the transference/countertransference relationship
- Make effective use of supervision

Comments:

OVERALL ASSESSMENT: Please answer the relevant question:

First Report (for 2nd Year Students on their first year of placement): has the trainee achieved a basic level of counselling competence? Any other comments on strengths or weaknesses not included in the above?

Second Report (for 3rd Year Students on their second and final year of placement):
Has the trainee achieved a level of counselling competence which would demonstrate his or her readiness for independent practice as a psychodynamic counsellor? Any other comments on strengths or weaknesses not included in the above?
Appendix 3: Support for students with Disabilities, Dyslexia and Mental Health Needs

At Birkbeck there are students with a wide range of disabilities, specific learning difficulties, medical conditions and mental health conditions (herein after 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 all the 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.
Appendix 4: Complaints Procedure

This is the procedure for making complaints concerning the course, or appeals about the decisions of the Board of Examiners. The course is part of Birkbeck College and so these course procedures should be read in conjunction with procedures described above.

The course is an organisational member of the British Association of Counselling and Psychotherapy, and abides by the BACP Ethical Framework. BACP publishes its own Complaints Procedures, to run alongside the course complaints procedures, and copies may be obtained from the BACP website at www.bacp.co.uk.

Introduction

Students joining the MSc in Psychodynamic Counselling & Psychotherapy can reasonably expect the course will be delivered as described in the course brochure and that they will be assessed according to the Guidelines set out in this Handbook which is given to each student at the outset of the course. The course and the assessment are continually reviewed and revised in the light of experience, and the staff can reasonably expect that students will expect minor revisions to the course and the assessment procedures provided that adequate notice and explanation is given.

It is assumed that when students join the course they implicitly acknowledge and accept the core theoretical position of the course, the advertised teaching methods and learning requirements, and the qualifications of the staff to teach and assess, having been given the information and the opportunity to explore these at selection. Should they find that they cannot continue to accept them, then they should consider taking a break in study or withdrawing. Similarly, if the course staff feel that the course is detrimental to the student to the extent that the student is bound to suffer or fail, then this should be discussed with the student and the options of deferring or withdrawing presented.

Staff and students should be using the tutorials, the student review process and the system of student representation to raise, deal with and attempt to resolve any dissatisfactions and grievances. These should be raised as early as possible before problems become entrenched and while there is still time to respond.

Students who bring a complaint against the course or its staff subsequent to failing the course without having brought the complaint at the time of its arising cannot be deemed to be in a strong position. Staff are obliged by the Student Review process to inform students of pending failure in good time, and they are required to keep records of the annual student review process in the file.

From time to time a student may feel that there are grounds for an appeal against an academic decision, or grounds for a complaint about the way the course is managed or delivered, or about how the student has been treated. The College has procedures for handling such complaints or appeals. However, in most instances
the difficulties can be resolved without recourse to these formal procedures, and
students are urged to try to resolve them sooner than later.

Appeals and complaints are dealt with separately.

A. Appeals

The criteria for making an appeal against a decision of the Board of Examiners, and
the procedures for doing so, are described in Section 5:11.

It is the view of the course staff that any dispute concerning a decision of the Board
of Examiners should, wherever possible, be resolved without having recourse to the
formal appeals procedure. Students are encouraged to contact their tutor, senior
tutor or the Programme Manager if they are thinking of submitting an appeal. This
should be done as soon as possible after official notification of results, as there is a
time limit of 6 weeks after formal notification for the submission of a formal appeal.

B. Complaints

The college criteria for making a complaint can be accessed via this link.

We encourage any student who has a complaint about the course to try to resolve
that firstly through informal channels (B1, B2, B3 and B4).

B1. Where possible a student who wishes to consider making a complaint should
discuss this with the person concerned. Alternatively, the student can discuss the
matter with the student representative and ask that the matter be brought to the
attention of the staff.

B2. If these steps are not appropriate or prove unsatisfactory, a student who has a
complaint or wishes to consider making a complaint about the course should ask for
a meeting with his or her individual tutor. They may be able to resolve the matter in
discussion.

B3. If the individual tutor and student cannot resolve the difficulty the student should
then approach the senior tutor to ask for a meeting. If the complaint concerns one
of the tutors, the senior tutor, with the student's agreement, may invite that staff
member to be present at the meeting.

B4. If the senior tutor and student cannot resolve the matter, the student should then
take the complaint to the Programme Director. The Programme Director will attempt
to resolve the complaint through a meeting with the student. If a further meeting or
meetings between student and Programme Director are agreed, the Programme
Director may choose to invite a neutral person, such as a member of the Dept of
Psychosocial Studies, to attend this meeting with the student. If he does so, he will
inform the student prior to the meeting. The student may likewise choose to invite a
friend or supporter to a future meeting, and will inform the Programme Director. By
agreement, any other parties involved in the complaint may be invited to future
meetings.
## Appendix 5: Course Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viviane Green</td>
<td>Programme Manager, Tutor: Year 3</td>
<td>Member of the British Psychoanalytic Council (BPC) &amp; British Psychotherapy Foundation (BPF)</td>
</tr>
<tr>
<td>Lyn French</td>
<td>Placement Organiser</td>
<td>Member of British Association for Counselling &amp; Psychotherapy (BACP)</td>
</tr>
<tr>
<td>Anna Fitzgerald</td>
<td>Senior Tutor: Year 1, Tutor: Year 2</td>
<td>Member of the Association of Child Psychotherapists (ACP)</td>
</tr>
<tr>
<td>Nicola Elmore</td>
<td>Tutor: Year 1</td>
<td>Member of the Association of Child Psychotherapists (ACP)</td>
</tr>
<tr>
<td>Giovanna Ionnaco</td>
<td>Tutor: Year 1</td>
<td>Member of British Association for Counselling &amp; Psychotherapy (BACP)</td>
</tr>
<tr>
<td>Sarah Mandow</td>
<td>Tutor: Year 1</td>
<td>Member of the British Psychoanalytic Council (BPC) &amp; British Psychotherapy Foundation (BPF)</td>
</tr>
<tr>
<td>Nina Tebartz</td>
<td>Tutor: Year 2</td>
<td>Member of British Association for Counselling &amp; Psychotherapy (BACP)</td>
</tr>
<tr>
<td>Claudia McGoughlin</td>
<td>Tutor: Year 2 &amp; Year 3</td>
<td>Member of the Association of Child Psychotherapists (ACP)</td>
</tr>
</tbody>
</table>
Appendix 6: Accredited Prior Learning - Direct Entry to Year 2

Assessed Prior Certificated Learning (APCL) credits are awarded for previously assessed and certificated learning from another Higher Education institution or from another programme within Birkbeck.

Normally entry into the programme is at Year 1. Direct entry into Year 2 is open to students who have already successfully completed a previous course which has included 1 year of mother infant observation and introduction to psychoanalytic perspectives on development e.g. Birkbeck MSc on Psychodynamics of Human Development.(http://www.bbk.ac.uk/study/2015/postgraduate/programmes/TMSPDH DV_C/ ) Tavistock Clinic, Anna Freud Centre/UCL MSc in Psychoanalytic Developmental Psychology

The College policy for Assessment of Prior Learning can be found at: www.bbk.ac.uk/mybirkbeck/services/administration/apl
Appendix 7: Post Course Practice

The award of MSc in Psychodynamic Counselling & Psychotherapy is intended as a substantial contribution to the student’s accreditation with the British Association of Counselling and Psychotherapy, and is not intended as a free-standing award which would in itself render students eligible to practice in agencies, medical settings or other specialist settings, or in independent practice.
Appendix 8: The Internal Conference & Group Relations Conference

Each year, an Internal Conference is organised with students and staff from the Grad Dip/MSc in Psychodynamic Counselling with Children and Adolescents. Dates for this event and further details can be found on Moodle.

The Group Relations Conference is staffed by organisational consultants drawn from tutors on the Child and Adolescent and Adult MSc Courses, and organisational consultants working in other institutions. A member of conference staff will provide a preliminary meeting with students to provide a background introduction, prior to the event.

The Group Relations Conference offers the opportunity to participate in the experiential study of group and organisational processes; there are no teaching sessions or seminars. The conference is organised in such a way that the defences of familiar everyday structures, conventions and procedures are removed, to enable the study of usually latent and unconscious forces and anxieties.

Conference members explore and learn about the interplay and tensions between the individual and the group, and the individual and the organisation. Students have the opportunity to experience and explore the part that they play in different kinds of authority relations. They also experience the forces brought to bear when taking up a role requiring leadership or followership. The conference aims to enable the membership to learn how to exercise their own authority and gain greater influence over their working environment.

The role of the staff is to provide a programme and to create a reliable enough container, the temporary organisation, to enable members’ experimentation and learning from experience to take place. Staff will take up different roles in the conference; they act as managers to facilitate the work of the conference and undertake specific directorial, administrative and consultancy roles.

As consultants in the various ‘here and now’ events, staff will offer observations and hypotheses based on their understanding of what is happening.
Appendix 9: Termination of Training

Termination of training through academic failure
In the normal course of events, students may leave the programme at any point at their own choosing, or decide, or be advised to leave the programme as a result of failing one or more parts of the assessment. Students who fail elements of the course would normally be informed of this at the end of the academic year, after the Board of Examiners meeting, where they will be informed of what options are available to them to resit modules or repeat the year.

As the course is a professional as well as an academic training, students are assessed on their level of clinical and professional competence. During the year students who are deemed at risk of not reaching the required level of professional competence in order to pass the Student Review will be informed in writing of this and what action is required on their part in order to pass the Student Review.

College procedures regarding termination of training: student discipline
In addition to the normal academic grounds for terminating training, the College has published procedures for terminating the training of any student on the grounds of a disciplinary offence or fitness to study. The Code of Student Discipline can be found at http://www.bbk.ac.uk/mybirkbeck/services/rules/discipline.pdf. The Code describes the principles which all students are obliged to follow regarding the fair and just treatment of others in the college:

“that within the College as a community of scholars, the exercise and preservation of the rights and freedoms of individual students requires a respect for the rights of all in the community to enjoy them to the same extent”

Where this obligation is not met by a student, the Code describes what can then happen:
“If alleged misconduct by a student is sufficiently serious, a written request for formal disciplinary proceedings, which may include supporting evidence, may be submitted by any member of the College to the Academic Registrar or nominee.”

In such cases the Academic Registrar or nominee will set up a College Disciplinary Panel:

“The College Disciplinary Panel shall determine whether the charge of misconduct is well-founded and what action should be taken. Such action may include termination of the student’s membership of the College together”

Fitness to study
The College Fitness to Study policy can be found at: http://www.bbk.ac.uk/mybirkbeck/services/rules/Fitness-to-Study.pdf
The code states:

“Occasionally a student may suffer from a condition which could endanger either their own health and safety or the health and safety of other members of the College, should the student continue to attend the College. In these cases the College will need to ascertain whether the student is fit to study.

Actions taken under this Policy and Procedure are not of a disciplinary nature. If action is taken about a student who is not fit to study, it will be limited to that which is necessary to protect as far as possible the interests of members of the College and the student in question. Where a student’s conduct is considered, taking into account all of the circumstances including any declared disability, to merit disciplinary action then the Code of Student Discipline should apply.”

In order to determine whether actions under this Policy and Procedure need to be called into play, the College can set up a Fitness to Study Panel. The options available to this panel are as follows:

“The Fitness to Study Panel may conclude that:
(i) No further action should be taken;
(ii) that the School should make adjustments to enable the student to continue their study;
(iii) that the student’s registration should be suspended, either for a fixed length of time or indefinitely;
(iv) that the student’s registration should be terminated.”

Terminating the training of a student deemed incompetent, incapable or ethically unsound

As this programme is a professional training as well as an academic course, it may be that staff (and/or fellow students or others connected with the programme such as a placement supervisor) become concerned as to the professional and clinical competence or capacity of a student, as described in the BACP Ethical Framework. In such cases the course has a responsibility not only to the student concerned and to the College, but also to the Clinical Placement (if the student is on a placement) and to the clients/patients in treatment. In such cases where the published College procedures are considered not adequate or appropriate to cover this eventuality, the staff of the course may act in order to discharge these responsibilities.

The normal procedure in such eventualities would be as follows:

1. The nature of the concern/complaint would be brought to the student’s attention as soon as possible, and if considered serious enough to constitute evidence of the student being incompetent, incapable or ethically unsound, a plan of action will be agreed, with a timescale, for bringing the student up to the level of competence, capacity or ethical practice required. This may involve the student agreeing to leave the programme immediately. It may also involve invoking the College’s code or student discipline or fitness to study.

2. If the student is considered to be incompetent, incapable or ethically unsound, and the student is not yet on a clinical placement, he/she will not be put forward for
placement. If the student is on a clinical placement, the Programme Director or Senior tutor will write to the placement co-ordinator immediately to say that the course can no longer endorse the student as competent to be seeing clients or undertake a clinical placement.

3. If a student does not accept that he/she has been deemed incompetent, incapable or ethically unsound, and does not agree a plan of action, the Programme Director will make a formal request for a Fitness to Study Panel to be set up by the College (which has, as one of its possible outcomes, the termination of the student’s registration) or a College Disciplinary Panel to be instituted (which also has, as a possible outcome, the termination of the student’s registration).

**academic failure**

In the normal course of events, students may leave the programme at any point at their own choosing, or decide, or be advised to leave the programme as a result of failing one or more parts of the assessment. Students who fail elements of the course would normally be informed of this at the end of the academic year, after the Board of Examiners meeting, where they will be informed of what options are available to them to resit modules or repeat the year.

As the course is a professional as well as an academic training, students are assessed on their level of clinical and professional competence. During the year students who are deemed at risk of not reaching the required level of professional competence in order to pass the Student Review will be informed in writing of this and what action is required on their part in order to pass the Student Review.

**College procedures regarding termination of training: student discipline**

In addition to the normal academic grounds for terminating training, the College has published procedures for terminating the training of any student on the grounds of a disciplinary offence or fitness to study. The Code of Student Discipline can be found at [http://www.bbk.ac.uk/mybirkbeck/services/rules/discipline.pdf](http://www.bbk.ac.uk/mybirkbeck/services/rules/discipline.pdf). The Code describes the principles which all students are obliged to follow regarding the fair and just treatment of others in the college:

“that within the College as a community of scholars, the exercise and preservation of the rights and freedoms of individual students requires a respect for the rights of all in the community to enjoy them to the same extent”

Where this obligation is not met by a student, the Code describes what can then happen:
“If alleged misconduct by a student is sufficiently serious, a written request for formal disciplinary proceedings, which may include supporting evidence, may be submitted by any member of the College to the Academic Registrar or nominee.”

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