

PROGRAMME SPECIFICATION

Name, title and level of final qualification(s)	MA Couple and Individual Psychodynamic Counselling and Psychotherapy Postgraduate Diploma Couple and Individual Psychodynamic Counselling and Psychotherapy (Level 7)
Name and title of any exit qualification(s)	PG Dip Couple and Individual Psychodynamic Counselling and Psychotherapy <i>For those passing the academic elements, but not the clinical elements:</i> MA Couple and Individual Psychodynamic Studies PG Dip Couple and Individual Psychodynamic Studies Postgraduate Certificate Couple and Individual Psychodynamic Studies NB. The certificate is not a clinical qualification
Awarding Body	University of London
Teaching Institution(s)	Birkbeck, University of London Tavistock Relationships
Home School/other teaching departments	Birkbeck Centre for Counselling
Location of delivery	Central London (in person)
Language of delivery and assessment	English
Mode of study, length of study and normal start month	Part-time (PG Dip 3 years, MA 4 years) October
Professional, statutory or regulatory body	British Association of Counselling and Psychotherapy (BACP)
<u>QAA subject benchmark group(s)</u> <u>Higher Education Credit Framework for</u> <u>England</u>	N/A
Birkbeck Course Code	TMACIPCP_C TPDCIPCP_C
HECoS Code	(100495) counselling (100254) psychotherapy (100249) occupational therapy
Start date of programme	September 2023
Date of programme approval	February 2023
Date of last programme amendment approval	N/A
Valid for academic entry year	2026-27
Date of last revision to document	22/02/2023

Admissions requirements

We welcome applicants without traditional entry qualifications as we base decisions on our own assessment of qualifications, knowledge and previous work experience. We may waive formal entry requirements based on judgment of academic potential.

Relevant voluntary or paid work experience – this being work in emotional and mental health and wellbeing – for a minimum of 6 months

Completion of Tavistock Relationships Foundation Certificate in Couple Counselling and Psychotherapy or an equivalent level (Foundation/BACP Stage 2) psychodynamic or psychoanalytic counselling skills training

Good first degree or equivalent professional qualification

It would be an advantage to have undergone previous psychotherapy, preferably psychodynamic or psychoanalytic psychotherapy.

It is a requirement of this clinical training that students are in personal therapy at a minimum frequency of once-weekly with a British Psychoanalytic Council (BPC) registered psychoanalyst or psychoanalytic psychotherapist (NOT a psychodynamic psychotherapist) within 2 months of starting the course. This is in addition to the any previous psychotherapy cited above. Students' training therapists need to be approved by us, so they are advised to check first before entering into a new therapy at the same time as applying for a place on the training. For those established in current, ongoing therapy, we will discuss this with them at interview should they be shortlisted. The current cost of personal psychoanalytic psychotherapy is likely to range between £50 to £90 per session. Fees are negotiated directly between the student and the therapist.

Course aims

Academic:

- To provide students with the advanced theoretical knowledge required to become professional psychodynamic couple and individual therapists
- To provide the academic requirements for training leading towards accreditation with the BACP

Clinical/Professional

- To develop the ability to practice psychodynamic couple and individual theory at an advanced level

Self-development

- To develop an analytical understanding of self and other, and interpersonal dynamics, via experiential learning and students' experience of personal psychoanalytic psychotherapy.

Course structure

Year 1

The course is divided up into a pre-clinical year 1 where students study the development of psychoanalytic thought and attend a clinical skills seminar where they practice the techniques needed to work psychodynamically with couples and individuals. Personal development happens in self-reflective groups and in their own personal therapy. Tutorials enable learning to be embedded. A selection process is then undertaken to see if students are ready to begin clinical work at Tavistock Relationships.

Years 2 & 3

Students then move into years 2 and 3 where they work with couples and individuals under weekly group supervision. This requires weekly face-to-face sessions at TR's premises in the City of London and students will gradually build up their caseload to about 6 cases in year 3. They attend Couple Theory seminars and Clinical Seminars in both years. Tutorials and personal therapy continue as before. There are also a series of Essentials workshops that focus on particular aspects of the work such as sexuality, race and diversity, clinical technique, and research. Students will generally be eligible to qualify as clinicians after the completion of year 3.

Year 4

Year 4 is the MA dissertation year where students identify a clinical topic of interest and address it through an extended case study, a theoretical study, or a piece of small-scale research.

Level	Module Code	Module Title	Credit	Comp Core/ Option	Likely teaching term(s)
Part-time - 4 Years, MA; 3 years PG Dip					
Year 1					
7	SSPA166S7	Couple and Individual Counselling and Psychotherapy: Skills	30	Core	T 1-3
7	SSPA167S7	Couple and Individual Counselling and Psychotherapy: The Development of Psychoanalytic Thought	30	Core	T 1-3
Year 2					
7	SSPA168S7	Couple and Individual Counselling and Psychotherapy: Couple Theory 1	30	Core	T 1-3
Year 3					
7	SSPA169S7	Couple and Individual Counselling and Psychotherapy: Couple Theory 2	30	Core	T 1-3
Year 4 (Dissertation)					
7	SSPA170D7	Theory, practice and research of Couple and Individual Psychodynamic Psychotherapy	60	Core	Terms 1-3

Core: Module must be taken and passed by student

Compulsory: Module must be taken but can be considered for compensated credit (see CAS regulations paragraph 24)

Option: Student can choose to take this module

How you will learn

Your learning and teaching is organised to help you meet the learning outcomes (below) of the course. As a student, we expect you to be an active learner and to take responsibility for your learning, engaging with all of the material and sessions arranged for you.

Each course is divided into modules. You will find information on the virtual learning site (Moodle, see Academic Support below) about each of your modules, what to expect, the work you need to prepare, links to reading lists, information about how and when you will be assessed.

Lectures, seminars, group work, self-directed study, assessed written work, presentation of cases, assessed group presentations, tutorials, presentation of seminar papers workshops, experiential work, and seminar papers. Reading of key texts for each week. Lectures/seminars introducing psychoanalytic thinkers and key theoretical developments. Critical discussion of key texts.

How we will assess you

The course will use a variety of assessment methods. Assessment is used to enhance your learning rather than simply to test it. For most of the modules associated with this course, your assessment will be through the following types of assessment.

Process Recording/Recorded Session Analysis and evaluation, Couple Theory Paper, Clinical Practice and Theory Paper, Seminar review paper, Qualifying paper/dissertation

Learning outcomes (what you can expect to achieve)

'Learning outcomes' indicate what you should be able to know or do at the end of your course. Providing them helps you to understand what your teachers will expect and also the learning requirements upon which you will be assessed.

At the end of this course, you should be able to:

Knowledge

- Assess the core issue that can be presented by clients
- Demonstrate basic understanding of counselling and psychotherapy skills
- Demonstrate principles of working psychodynamically (with focus on unconscious processes and transference)
- Demonstrate an understanding of key psychoanalytic models of the mind
- Demonstrate an understanding of the historical development of psychoanalytic thought
- Demonstrate an understanding of theory that underpins couple psychoanalytic theory
- Demonstrate an advanced knowledge of psychoanalytic and psychodynamic theories of the couple relationship
- Demonstrate an advanced knowledge of complex theoretical concepts, and their application to the couple relationship
- Critically reflect upon an extended range of psychoanalytic thought/research findings and evaluate their relevance to the couple relationship and practice, including the sexual relationship
- Demonstrate an understanding of psychosexual development and sexuality through the life cycle

- Demonstrate theoretical knowledge of causes of violence and aggression within couple relationships
- Demonstrate theoretical knowledge of issues around separation, divorce, conflict and the impact on family life.

Thinking skills

- Identify common steps and stages in the therapeutic process
- Identify and justify the choice of a particular style and approach for particular clients and presenting problems
- Distinguish between different models of the mind
- Make links between psychoanalytic theory of the individual and the couple
- Critically evaluate a wide range of advanced psychoanalytic concepts and apply them to the couple relationship
- Identify and evaluate how defence mechanisms develop and operate
- Analyse the complex roots of troubled relationships and psychosexual problems

Subject-based practical skills

- Demonstrate ability to plan and prepare work with clients
- Represent couple and family of origin in a Genogram
- Demonstrate capacity to discuss and critique different theoretical perspectives
- Discuss the relevance of different psychoanalytic approaches to their clinical work or observations
- Demonstrate an advanced ability to work with couples utilising appropriate theoretical frameworks
- Demonstrate advanced critical evaluation and reflectiveness in relation to their own thinking and that of others.
- Illustrate ability to work with couples and individuals in relationship and psychosexual therapy utilising applicable theoretical frameworks

Skills for life and work (general skills)

- Demonstrate an understanding and awareness of students own impact on clients
- Demonstrate integrated learning as preparation for work as therapist
- Present and critically discuss their thinking with others
- Demonstrate the independent and research minded capacity required for seminar presentations, written submissions and for their own development
- Critically evaluate a wide range of theoretical concepts related to couple and psychosexual therapy, using examples from clinical practice

Careers and further study

As a couple and individual psychodynamic counselling and psychotherapy graduate:

- You will be equipped to work in either the statutory or voluntary sector and as a private practitioner in the field of relationship psychotherapy.
- You will be eligible to apply for registration with the British Association of Counselling and Psychotherapy (BACP)
- You will be eligible for registration with the College of Sexual and Relationship Therapists (COSRT)

- You will become part of Tavistock Relationship's alumni group, and take advantage of their high-quality CPDs and conferences, which will help you to keep on top of recent developments in the field and to further develop your clinical practice.

Birkbeck offers a range of careers support to its students. You can find out more on [the careers pages of our website](#).

Academic regulations and course management

Birkbeck's academic regulations are contained in its [Common Award Scheme Regulations](#) and Policies published by year of application on the Birkbeck website.

You will have access to a course handbook on Moodle and this will outline how your course is managed, including who to contact if you have any questions about your module or course.

Support for your study

Your learning at Birkbeck is supported by your teaching team and other resources and people in the College there to help you with your study. Birkbeck uses a virtual learning environment called Moodle and each course has a dedicated Moodle page and there are further Moodle sites for each of your modules. This will include your course handbook.

Birkbeck will introduce you to the Library and IT support, how to access materials online, including using Moodle, and provide you with an orientation which includes an online Moodle module to guide you through all of the support available. You will also be allocated a personal tutor and provided with information about learning support offered within your School and by the College.

[Please check our website for more information about student support services](#). This covers the whole of your time as a student with us including learning support and support for your wellbeing.

Personal tutoring is offered throughout the training by Tavistock Relationships. TR offers a range of CPD events that students are able to attend. This links them to TR's wider learning community and gives them further exposure to cutting-edge ideas and clinical practice.

Quality and standards at Birkbeck

Birkbeck's courses are subject to our quality assurance procedures. This means that new courses must follow our design principles and meet the requirements of our academic regulations. Each new course or module is subject to a course approval process where the proposal is scrutinised by subject specialists, quality professionals and external representatives to ensure that it will offer an excellent student experience and meet the expectation of regulatory and other professional bodies.

You will be invited to participate in an online survey for each module you take. We take these surveys seriously and they are considered by the course team to develop both modules and the overall courses. Please take the time to complete any surveys you are sent as a student.

We conduct an annual process of reviewing our portfolio of courses which analyses student achievement, equality data and includes an action plan for each department to identify ongoing enhancements to our education, including changes made as a result of student feedback.

Our periodic review process is a regular check (usually every four years) on the courses by department with a specialist team including students.

Each course will have an external examiner associated with it who produces an annual report and any recommendations. Students can read the most recent external examiner reports on the course Moodle pages. Our courses are all subject to Birkbeck Baseline Standards for our Moodle module information. This supports the accessibility of our education including expectations of what information is provided online for students.

The information in this programme specification has been approved by the College's Academic Board and every effort has been made to ensure the accuracy of the information it contains.

Programme specifications are reviewed periodically. If any changes are made to courses, including core and/or compulsory modules, the relevant department is required to provide a revised programme specification. Students will be notified of any changes via Moodle.

Further information about specifications and an archive of programme specifications for the College's courses is [available online](#).

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