Diploma in Psychodynamic Counselling & Advanced Diploma in Psychodynamic Counselling

Course Assessment Handbook
ASSESSMENT PROCEDURES

Assessment is continuous throughout the training and the processes themselves are intended to be constructive. The assessment procedure is intended to be as fair and as open as possible so that trainees are informed of the process and are shown any reports made about them. Trainees are entitled to submit to the Assessment Committee any additional information or response to a report.

1. Compulsory Elements

1.1 Attend and pass with at least 50% for written work, the following seminars and workshops:

**Diploma Course**
- Clinical Concepts
- Human Development
- Techniques & Practice
- Psychopathology

**Advanced Diploma Course**
- Advanced Psychodynamic Theory
- Application of the Advanced Psychodynamic Theory
- Contemporary Thinking & Development of Psychodynamic Theory (PDT)

1.2 Attend and satisfactorily complete the following, including passing any written assignments:

**Diploma Course**
- Groupwork
- Professional Issues
- Introduction to Relationship Counselling
- Introduction to other Therapeutic Approaches
- The Practice of Counselling
Advanced Diploma Course
Client Assessment
Short Term PDT
Interface with Psychiatry & Medicine
Critiques of Other Approaches
Professional Preparation

1.3 Write two clinical papers and achieve at least 50% in each. Either or both may be rewritten at the discretion of the Training Management Committee.

1.4 Obtain a report from an interim year supervisor that recommends advancement to the next year of training or to an additional year of supervision.

1.5 Obtain a report from the final year supervisor, which convinces the Final Board that the candidate practises psychodynamic counselling to a standard to be both safe and useful to clients. This report will be read in conjunction with the case study essay as demonstrating the candidate’s standard of counselling work.

1.6 Complete the minimum hours of supervised client work required (see Course Handbook and Assessment Handbook). These are minimum contact hours.

1.7 Complete all paperwork required by the internal counselling centre and/or the external counselling placement agency. Failure to complete records and close files satisfactorily may, if not rectified, lead to disciplinary action including revocation of the award.

1.8 Complete the attendance requirement at experiential groups provided during the course.

1.9 Attend personal therapy sessions approved by the Foundation. Any breaks in therapy, other than usual holidays will need to be discussed and made known to the Programme Tutor. Personal therapy must continue throughout training. Any breaks in therapy, the Programme Tutor may inform the Training Management Committee. Failure to comply with this is a breach of the training requirements and may result in the training being terminated.

Attendance

In general, the minimum attendance requirement for the above elements of the course is 80%. The Final Board will consider extenuating circumstances, e.g. evidence of prolonged illness but will need to be satisfied that the material has been sufficiently covered and that experiential work has been sufficient. If attendance is not sufficient, the Final Board may require seeing written work to show that the material missed has been adequately covered. If this is not the case, additional written work may be required to demonstrate sufficient work at the appropriate standard.
## Learning and Teaching Methods Summary

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<tr>
<th>Course Element/Module</th>
<th>Status</th>
<th>Method</th>
<th>Assessment</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td><strong>Diploma in Psychodynamic Counselling</strong></td>
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<tr>
<td>M1: Practice/Techniques</td>
<td>Compulsory (Offered Both Years)</td>
<td>Lecture/Discussion/Exercises</td>
<td>Competence in techniques of psychodynamic counselling through observed exercises and critical reflection. Self, peer and tutor assessment, PLUS 2,000 word essay.</td>
<td>30</td>
</tr>
<tr>
<td>M2: Human Development</td>
<td>Compulsory (Offered Year 1)</td>
<td>Lecture/Discussion</td>
<td>Trainee presentations and participation in discussion as evidence of understanding and critical evaluation of analytic theory, PLUS 2,000 word written assignment.</td>
<td>15</td>
</tr>
<tr>
<td>M3: Clinical Concepts</td>
<td>Compulsory (Offered Both Years)</td>
<td>Lecture/Discussion</td>
<td>Student presentations and participation in discussion as evidence of understanding and critical evaluation of analytic theory and integration of theory with practice PLUS 2,500 word written assignment IN Mode A (this is incorporated into the First Clinical Essay).</td>
<td>30</td>
</tr>
<tr>
<td>M4: Psychopathology Part 1</td>
<td>Compulsory (Offered Both Years)</td>
<td>Lecture/Discussion</td>
<td>Student presentations and participation in discussion as evidence of understanding and critical evaluation of analytic theory and integration of theory with practice, PLUS 2,500 word written assignment.</td>
<td>30</td>
</tr>
<tr>
<td><strong>Casework &amp; Supervision</strong></td>
<td></td>
<td></td>
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<tr>
<td>Casework</td>
<td>Compulsory (Offered Every Year)</td>
<td>Individual 1-weekly clients for 46 weeks of each year of course</td>
<td>Bi-annually: Supervisor’s report and trainee self-assessment report as evidence for competence in client work.</td>
<td>120 Clinical hours</td>
</tr>
<tr>
<td>Supervision</td>
<td>Compulsory (Offered Every Year)</td>
<td>Supervision Group for 46 weeks of each year</td>
<td>In relation to client need and psychodynamic principles; self-awareness; integration of theory and practice.</td>
<td></td>
</tr>
<tr>
<td>Clinical Essay (Case-Study)</td>
<td>Compulsory</td>
<td>3,000 words</td>
<td>See Written Guidelines.</td>
<td></td>
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# Learning and Teaching Methods Summary

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<tr>
<td>Advanced Diploma in Psychodynamic Counselling</td>
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<tr>
<td>Core 1-3: Advanced Psychodynamic Theory</td>
<td>Compulsory (Offered Year 1)</td>
<td>Lecture/Discussion</td>
<td>Trainee presentations and participation in discussion as evidence of understanding and critical evaluation of analytic theory and integration of theory with practice PLUS 3,000 word written assignment.</td>
<td>45</td>
</tr>
<tr>
<td>Clinical 1-3: Application of the Advanced Psychodynamic Theory to Clinical Practice</td>
<td>Compulsory (Offered Year 1)</td>
<td>Lecture/Discussion</td>
<td>Competence in applying the advanced psychodynamic theory through clinical presentation and critical reflection. Self, peer and tutor assessment PLUS 1,500 word written assignment.</td>
<td>45</td>
</tr>
<tr>
<td>Core 4-6: Contemporary Thinking &amp; Development of Psychodynamic Theory (PDT)</td>
<td>Compulsory (Offered Year 2)</td>
<td>Lecture/Discussion</td>
<td>Student presentations and participation in discussion as evidence of understanding and critical evaluation of analytic theory and integration of theory with practice PLUS 2,750 word written assignment.</td>
<td>45</td>
</tr>
<tr>
<td>Modular 4-6: Client Assessment, Short Term PDT, Interface with Psychiatry &amp; Medicine, Critiques of Other Approaches, Professional Preparation</td>
<td>Compulsory (Offered Year 2)</td>
<td>Lecture/Discussion/Exercises</td>
<td>Student presentations and participation in discussion as evidence of understanding and critical evaluation of analytic theory and integration of theory with practice PLUS two client assessment reports and a seminar presentation of a chosen Psychiatric Condition.</td>
<td>45</td>
</tr>
<tr>
<td>Casework &amp; Supervision</td>
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<td></td>
</tr>
<tr>
<td>Casework</td>
<td>Compulsory (Offered Every Year)</td>
<td>Individual 1-weekly clients for 46 weeks of each year of course</td>
<td>Bi-annually: Supervisor’s report and trainee self-assessment report as evidence for competence in client work.</td>
<td>220 Clinical hours</td>
</tr>
<tr>
<td>Supervision</td>
<td>Compulsory (Offered Every Year)</td>
<td>Supervision Group for 46 weeks of each year</td>
<td>In relation to client need and psychodynamic principles; self-awareness; integration of theory and practice.</td>
<td></td>
</tr>
<tr>
<td>Final Clinical Paper (Case-Study)</td>
<td>Compulsory</td>
<td>5,000 words</td>
<td>See Written Guidelines.</td>
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</tbody>
</table>
2. **Marking**

2.1 **Seminars and Workshops**

2.1.1 Depending on the written work assignment it will either be marked by the group’s own seminar tutor or a seminar tutor of the same year group.

2.1.2 The pass mark is 50%.

2.1.3 Rewrites are allowed at the Programme Tutor’s discretion, but must be completed within the relevant assessment period. Otherwise, the Assessment Committee may require that the Seminar or Workshop be repeated or that the written work be submitted in the following year.

2.1.4 Participation in discussion and exercises will be marked as Distinction/Satisfactory/Retake. These grades are recommendations and the final decision will be made by the Assessment Committee in the light of relevant extenuating circumstances and in discussion with the trainee concerned.

2.1.5 A trainee who fails a Seminar or Workshop may request an oral examination which may be granted at the discretion of the Assessment Committee.

2.1.6 In seminar essays the illustrative examples used must not exceed 25% of the essay length, and would normally be around 20%.

2.2 **Clinical Essays**

2.2.1 See General Guidelines for all Written Work and Guidelines for each Clinical and Theoretical Essay for detailed requirements.

2.2.2 All Clinical and Theoretical Essays must be passed for the award of both the Diploma and Advanced Diploma.

2.2.3 The pass mark is 50%.

2.2.4 Clinical Essays (case studies) are marked by an external marker, according to the stated criteria.

2.2.5 Marking is anonymous.

2.2.6 A random sample of all essays will be moderated for standardisation purposes.

2.2.7 Supervisors will check case study essays to see whether the material and work described represents the trainee’s practice fairly. If this is not the case, the supervisor is asked to write a note to that effect to the Final Board and show it first to the trainee.

2.2.8 All essays may be subject to the moderation and so no mark can therefore be considered final until the Board of Examiners meet and ratifies the marks.
2.2.9 Resubmitted essays will normally be marked by the same marker as the first submission. Resubmitted essays may also be subject to moderation before marks will be final.

2.3 Supervision

2.3.1 Supervision is continuously assessed and the supervisor will give the trainees as much feedback as possible during the year, including at least two individual interviews.

2.3.2 The supervisor will give mid-year feedback in term 2 in February. Written feedback will be given at this point by the supervisor when the supervisor is highlighting problems in the trainee’s clinical work.

2.3.3 The supervisor will write an assessment in Term 3 in June when the trainee also writes a self-assessment. The supervisor’s assessment forms a major part of the discussion at the final board as to whether the student can progress to the next stage or receive their award.

2.3.4 The trainee may write a response to the supervisor’s report and send it to the Assessment Committee.

2.3.5 The supervisor who has made a recommendation of “uncertain” at the end of the report is asked to give a supplementary report to the Assessment Committee detailing any changes or developments in his or her view since writing the report. This supplementary submission must be shown to the trainee.

2.3.6 If there are insufficient clinical hours on which to assess the trainee’s clinical work we may require an additional supervisors report and self-assessment report in September.

2.3.7 Even if the supervisor had made a definite recommendation in the report, he/she may, in exceptional circumstances, change the recommendation up to the time of the Final Board meeting, in a further written submission, and provided that the trainee is fully informed of the change and the reasons for it.

2.3.8 Supervisors are asked to read case study essays in order to say whether they recognise the work described. They are asked not to comment on the merits of the essay.

KEY NOTES

- Please read and follow the General Requirements for All Written Work, which are included in this Assessment Handbook as well as the specific guidelines for each Clinical and Theoretical Essay.
- Please note carefully, paragraph one of the Requirements, which includes that you number pages and include a word count, in the body of the assignment, and on the coversheet. The student identity number is also to be included in the assignment.
- Please also follow the requirements for giving your References as set out in this Handbook.
- When presenting verbatim material from a session, set it out in the form of a dialogue, indicating who is saying what. You should not use your own name or that
of the client, but could refer to yourself as ‘Counsellor’. You should give the client a pseudonym, and indicate that you are doing so, in order to preserve confidentiality.

- Careful planning and structure are important in writing your essays. It is helpful to think in terms of having an introduction, then the main body of the essay, which may be divided into sections (and these may be given headings), and finally a conclusion to bring the essay to an end.
- Where a title is not provided, the title you choose should reflect the theme of the essay and it is helpful if it indicates to the reader what the essay will be about.
- Remember that the markers do not know your client or your work with the client except for what you are able to tell them in the essay.
- Remember that you have to pass each section of the essay, and this includes passing in terms of structure, clarity, presentation, and an accurate list of references.

Make use of individual, group and/or academic tutorials to help in planning your essay and deciding who and what to write about. You could also discuss your choice of client for the essay with your supervisor.
GENERAL REQUIREMENTS FOR ALL WRITTEN WORK

1. Papers must be in either a Word or PDF file. All papers must be typed, double spaced, leaving wide margins and all pages must be numbered. The word count and your student identity number should also be included on the assignment. You will be advised of the number of words required for the paper. If a specific word count is given, 10% above or below the mark is acceptable. So, for example, if the essay is 2000 words, the spread is between 1,800 and 2,200 words. There is a penalty if you do not adhere to word counts, normally your paper will be de-graded by 5%. The word count does not include Bibliography and References, and these must be included at the end of the body of the essay for the marker to see. Only one copy of the assignment is required.

2. The deadline for handing in all essays must be strictly observed.

   Essays must follow the guidelines and be handed in by the deadlines as given on timetables. Any essays submitted with cover sheets with information missing, such as the word count or showing the student name instead of Identification number, will be returned to the student to correct. Any late submissions will not be marked in accordance with the published marking timetable and could mean trainees will receive their marks later than others. In exceptional circumstances – generally only personal illness or illness in the family, or exceptional emergency – an extension to the deadline may be granted. This must be agreed with the Programme Tutor; at least 3 days prior to the deadline date, and an extension form filled in and returned to the Training Office. Normally this extension will only be for 2 weeks. Such essays will then fall outside the marking timetable and the trainee will almost certainly have to wait additional time until their essay is marked.

3. Diploma and Advanced Diploma Training

   a) Separate guidelines may be issued for seminar essays by seminar tutors and for clinical essays at each level of the course. The guidelines for all written assignments are given in this Handbook. You are strongly advised to discuss your essay plan with your seminar tutor, or personal tutor for the Case Study.

   ESSAYS SHOULD BE SUBMITTED TO THE TRAINING OFFICE VIA EMAIL:

   training@counsellingfoundation.org

   I. Only one copy of the assignment is to be submitted to the Training Office.
   II. Your title, essay, bibliography and references should all be on one document.
   III. Your student number and word count should be included on your assignment.
   IV. Your name should not appear on the assignment, only the cover sheet.
   V. 1 copy should be given to your supervisor who will read it but not mark it. (This only applies to the Diploma case study and the Advanced Diploma final paper.)

4. References, Quotations and Citations

   All papers must give full references at the end of the essay. There are 3 ways of including references:

   (a) Direct Quotations: All direct quotations must be given a correct reference in the text and in an alphabetical list, under the heading References, at the end of the paper. The exact words must be replicated and you must include the author, source document, date and publisher in the References. In the text include the author’s name, date of publication, and page number e.g. (Klein, 1957, p.20).
(b) **Short quotations:**

Quotations shorter than 40 words can be incorporated into the text. For example:-

The results of Cheshire and Jenkins's studies on the whole bore out their hypothesis. They reported that '...the girls were careful listeners and co-operative, generous members of their discussion groups.' (Jenkins & Cheshire, 1990, p.261). They found that '[t]he boys also tended to try to adopt a co-operative style of discussion, though they were not always successful' (1990, p.261).

Note that short quotations use quotation marks - longer, indented quotations do not. The quote is directly followed by the authors' name/s in round brackets, the date and the page number. This information will allow your reader to find all the remaining relevant information about the text in your bibliography at the end of your essay.

In the second part of the quotation, because it is clear that the same study is being referred to, you do not need to repeat the names of the authors, just the date and the page numbers. If you have altered the quotation in any way (for example here, the upper case 'T' was replaced with a lower case one), to make the punctuation correct in this context, or added information, you can indicate your change or addition with square brackets.

**Quotations longer than 40 words**

Occasionally you may want to include a long quotation; resist this temptation unless absolutely necessary. In this case the quotation should be indented and quotation marks are not used. The layout of this will look like this:

Swann and Graddol (1998) make the following three points in the discussion of their results.

First, in both classes the distribution of talk derives from close collaboration between pupils and teacher. Second, this collaboration is one which results in boys, as a group, talking more than girls. Third, it can be argued that the underlying dynamic of the turn exchange is the same in both cases - it is one in which the maxim 'first in gets the floor' holds true. This competitive dynamic, in which promptness and confidence are all important, is the same that holds true in casual conversation. (Swann & Graddol 1988, p.60)

(c) **Specific Theoretical Ideas:** When you refer to an idea (but not the exact words) of an author, or paraphrase a concept, you must include the name of the author, source document, date and publisher in the References. In the text include the author’s name and the date e.g. (Klein, 1957).

(d) **References:** This should be included at the end of your paper and should contain all the references for quotations and ideas given in the text (as above). Your References are the list of ALL books, articles, and sometimes radio / T.V. programmes / conference papers / websites etc. which you have cited in preparing your written paper. It should appear at the end of your written paper in alphabetical order by authors’ surnames. All the information for the references can generally be found at the front of books and journals. If you photocopy any of your reading, make sure you copy out the publication details before you return the book / journal.

(e)
The Harvard System (Author Date Method):

All statements, opinions, conclusions etc. taken from another writer’s work should be cited, whether the work is directly quoted, paraphrased or summarised.

In the Harvard System cited publications are referred to in the text by giving the author’s surname and the year of publication (see section 1, Citation in the Text) and are listed in a bibliography at the end of the text (see section 2, References at the end of a piece of work).

**Originators/authors:** the person or organisation shown most prominently in the source as responsible for the content in its published form should be given. For anonymous works use ‘Anon’ instead of a name. For certain kinds of work, e.g., dictionaries or encyclopaedias, or if an item is the co-operative work of many individuals, none of whom have a dominant role, e.g. videos or films, the title may be used instead of an originator or author.

**Dates:** if an exact year or date is not known, an approximate date preceded by ‘ca.’ may be supplied and given in square brackets. If no such approximation is possible, that should be stated, e.g. [ca.1750] or [no date].

All examples below are fictitious and any resemblance to existing works is coincidental.

**Citation in the text**

Whilst all the following cover an extensive list of examples, for the majority of essays the students need only be familiar with how to quote and reference from a book or an article (starred below)

**Examples:**

i) If the author’s name occurs naturally in the sentence the year is given in parentheses:-
   e.g. In a popular study Harvey (1992, p.27) argued that we have to teach good practices...

ii) If the name does not occur naturally in the sentence, both name and year are given in parentheses:-
    e.g. A more recent study (Stevens 1998, p.468) has shown the way theory and practical work interact.

iii) When an author has published more than one cited document in the same year, these are distinguished by adding lower case letters (a,b,c, etc.) after the year and within the parentheses:-
    e.g. Johnson (1994a, p.31) discussed the subject...

iv) If there are **two authors** the surnames of both should be given:-
    e.g. Matthews and Jones (1997, p.121) have proposed that...

v) If there are **more than two authors** the surname of the first author only should be given, followed by et al.:-
   e.g. Office costs amount to 20% of total costs in most business (Wilson et al. 1997, p.73)
   (A full listing of names should appear in the bibliography.)

vi) If the work is anonymous then “Anon” should be used:-
   e.g. In a recent article (Anon 1998, p.269) it was stated that...
vii) If it is a reference to a newspaper article with no author the name of the paper can be used in place of “Anon”:-
   e.g. More people than ever seem to be using retail home delivery (The Times 1996, p.3)
   (You should use the same style in the bibliography.)

viii) If you refer to a source quoted in another source you cite both in the text:-
   e.g. A study by Smith (1960 cited Jones 1994, p.24) showed that...
   (You should list only the work you have read, i.e. Jones, in the bibliography.)

ix) If you refer to a contributor in a source you cite just the contributor:-
   e.g. Software development has been given as the cornerstone in this industry (Bantz 1995, p.99).
   See Section 2 below for an explanation of how to list contributions (chapters in books, articles in journals, papers in conference proceeding) in the bibliography.

x) If you refer to a person who has not produced a work, or contributed to one, but who is quoted in someone else’s work it is suggested that you should mention the person’s name and you must cite the source author:-
   e.g. Richard Hammond stressed the part psychology plays in advertising in an interview with Marshall (1999, p.67).
   (You should list the work that has been published, i.e. Marshall, in the bibliography.)

**Personal Communications:**

  They do not provide recoverable data and so are not included in the reference list. Cite personal communications in the text only. Give initials as well as the surname of the communicator and provide as exact a date as possible.

  e.g. Many designers do not understand the needs of disabled people according to J. O. Reiss (personal communication, April 18, 1997).

**References at the End of a Piece of Work**

At the end of a piece of work list references to documents cited in the text. This list may be called a **Bibliography** or more commonly **References**. Exceptionally you may be asked to list references not cited in the text but which make an important contribution to your work. These are usually listed under the heading of **Further Reading**. You are advised to review the guidelines issued to you for the preparation of work to clarify this point.

In the Harvard System, the references are listed in alphabetical order of authors’ names. If you have cited more than one item by a specific author they should be listed chronologically (earliest first), and by letter (1993a, 1993b) if more than one item has been published during a specific year.

Whenever possible, elements of a bibliographical reference should be taken from the title page of the publication.

Each reference should use the elements and punctuation given in the following examples for the different types of published work you may have cited. Underlining is an acceptable alternative to italics when bibliographies are hand written.
Reference to a Book *
Author’s SURNAME, INITIALS., Year of publication. Title. Edition (if not the first). Place of publication: Publisher.

Reference to a Contribution in a Book *
Contributing author’s SURNAME, INITIALS., Year of publication. Title of contribution. Followed by In: INITIALS. SURNAME, of author or editor of publication followed by ed. or eds. if relevant. Title of book. Place of publication: Publisher, Page number(s) of contribution.

Reference to an Article in a Journal *
Author’s SURNAME, INITIALS., Year of publication. Title of article. Title of journal, Volume number and (part number), Page numbers of contribution.
  e.g. EVANS, W.A., 1994. Approaches to intelligent information retrieval. Information processing and management, 7 (2), 147-168.

Reference to a Newspaper Article
Author’s SURNAME, INITIALS., (or NEWSPAPER TITLE,) Year of publication. Title of article. Title of newspaper, Day and month, Page number/s and column number.

Reference to a Publication from a Corporate Body
(e.g. a government department or other organisation).
NAME OF ISSUING BODY, Year of publication. Title of publication. Place of publication: Publisher, Report Number (where relevant).

Reference to a Thesis
Author’s SURNAME, INITIALS., Year of publication. Title of thesis. Designation, (and type). Name of institution to which submitted.

Reference to a Video, Film or Broadcast
Title, Year. (For films the preferred date is the year of release in the country of production.) Material designation. Subsidiary originator. (Optional but director is preferred, SURNAME in capitals) Production details – place: organisation.
  e.g. Macbeth, 1948. Film. Directed by Orson WELLES. USA: Republic Pictures.

Programmes and Series: the number and title of the episode should normally be given, as well as the series title, the transmitting organisation and channel, the full date and time of transmission.
  e.g. Yes, Prime Minster, Episode 1, The Ministerial Broadcast, 1986. TV, BBC2. 1986 Jan 16.
Electronic Material – Following the Harvard System
The British Standard BS 5605:1990 does not include recommendations for electronic sources. The recommendations in this document follow best practice in referencing electronic resources and where possible follow the guidance of the British Standard.

Reference to Web Pages/Sites and E-books
Author’s /Editor’s SURNAME, INITIALS., Year. Title [online]. (Edition). Place of publication, Publisher (if ascertainable). Available from: URL [Accessed Date].
  e.g. HOLLAND, M., 2004. Guide to citing Internet sources [online]. Poole, Bournemouth University. Available from:

Reference to E-journals
Author’s SURNAME, INITIALS., Year. Title. Journal Title [online], volume (issue), location within host. Available from: URL [Accessed Date].
  http://psycprints.ecs.soton.ac.uk/archive/00000462/ [Accessed 20 May 2004].

Reference to Mailbase/Listserv E-mail Lists
Author’s SURNAME, INITIALS., Day Month Year. Subject of message. Discussion List [online] Available from: list e-mail address [Accessed Date].
  e.g. BRACK, E.V., 2 May 2004. Re: Computing short courses. *Lis-link* [online].
  Available from: jiscmail@jiscmail.ac.uk [Accessed 17 Jun 2004].
  e.g. JENSEN, L.R., 12 Dec 1999. Recommendation of student radio/tv in English. *IASTAR* [online]. Available from: LISTSERV@FTP.NRG.DTU.DK [Accessed 29 Apr 2004].
It should be noted that items may only be kept on discussion group servers for a short time and hence may not be suitable for referencing. A local copy could be kept by the author who is giving the citation, with a note to this effect.

Reference to Personal Electronic Communications (e-mail)
Sender’s SURNAME, INITIALS. (Sender’s e-mail address), Day Month Year. Subject of Message. e-Mail to Recipient’s INITIALS. SURNAME (Recipient’s e-mail address).
  e.g. LOWMAN, D. (deborah_lowman@pbsinc.com), 4 Apr 2000. *RE: ProCite and Internet Reference*. e-Mail to P. CROSS (pcross@bournemouth.ac.uk).

Reference to CD-ROMs and DVDs
This section refers to CD-ROMs which are works in their own right and not bibliographic databases.
  Author’s SURNAME, INITIALS., Year. Title [type of medium CD-ROM]. (Edition). Place of publication, Publisher (if ascertainable). Available from:
  Supplier/Database identifier or number (optional) [Accessed Date] (optional).

Citing Unpublished Material
See BS 6371:1983. Citation of unpublished documents. B.S.I. (Talbot Campus Library & Learning Centre and Bournemouth House Library 028.7 BRI).
Plagiarism Criteria

Remember that you must acknowledge your source every time you refer to someone else's work. Failure to do so amounts to plagiarism, which is a serious offence.

When you are copying or downloading material, you must also ensure that you comply with copyright rules.

Plagiarism is the copying or using others’ work, intentionally or unintentionally, without acknowledging them as the original source, and is a serious matter.

**Regulations state that:**

You must also ensure that you reference correctly and acknowledge any material that you use from the Web (WWW), on-line Journals and other databases or media sources. Never cut and paste text from the Web, a CD Rom or an on-line source. Material from these sources is also often covered by copyright legislation and you may also find yourself in breach of such laws.

It is important to be aware that the consequences of plagiarism is serious and can include the withholding of an award or a requirement to withdraw from the course.

**Guidelines to Trainees on Plagiarism and Collusion**

Plagiarism is representing another person’s work as being your own, or the use of another person’s work without acknowledgement, e.g. by:

- Importing into your work phrases from another person’s work without using quotation marks and identifying the source;

- Making a copy of all or part of another person’s work and presenting it as your own by failing to disclose the source;

- Making extensive use of another person’s work, either by summarising or paraphrasing the work merely by changing a few words or altering the order in which the material is presented, without acknowledgement of the source;

- The use of ideas of another person without acknowledgement of the source, or the presentation of work as your own which substantially comprises the ideas of another person.

Trainees should note that increasingly sophisticated software is now being made available for the detection of plagiarism.

**What do we mean by another person’s work?**

Another person’s work includes any written work (including lecture handouts), original ideas, research, strategies, arts, graphics, computer programmes, music or other creative expression.
When will plagiarism amount to an assessment offence?

- An assessment offence will have been committed where the extent of the plagiarism is such that, in the view of the academic staff responsible for the assessment, a significant element of the work presented is not the trainee’s own work. What amounts to a ‘significant element’ is a question of both fact and degree that depends upon the circumstances of the particular assessment, upon which ultimately the Training Management Committee will make a judgement. The way to be sure that you are not committing an assessment offence is not to plagiarise at all!

- As plagiarism represents a reduction in the quality and value of the work produced by the trainee, any degree of plagiarism (even if not so significant as to amount to an assessment offence) will inevitably involve a substantial reduction in the marks awarded for the assessment. On this ground alone it should be avoided at all costs.

What should you do if you want to use another person’s work?

- If another person’s words are used, you should put the words in quotation marks and quote their source.

- If another person’s ideas are used then you should quote the source. The term ‘source’ includes published work such as a book, journal or newspaper. It includes information obtained from websites, photos, plays and any of usual visual arts such as paintings and drawings.

What is collusion?

Collusion is working together to produce assessed work in circumstances where this is forbidden. There are university regulations that define collusion as ‘the representation of work that has been undertaken jointly with another person(s) as being work undertaken independently of that other person(s).’

Assessments to be Undertaken Individually

It is of course an important part of the learning process for trainees to discuss with one another the academic issues arising out of their studies, including assessed work. Care, however, needs to be taken when working on assessed coursework. Clearly, under examination conditions, any form of conferring between trainees will amount to cheating. Outside examination conditions when work is being undertaken in your own time, it is normally acceptable to discuss, in general terms, the issues raised by a particular piece of coursework. However, structuring, sharing notes or actually writing up an answer using the same words as another trainee(s), will amount to collusion.

It is obviously very unwise to make assessed work that you have produced on your own available to other students for any reason. It may be difficult, if not impossible for you to establish that your own work was the original source and that it has been copied.

Where there has been an assessment offence involving collusion and/or plagiarism, the normal minimum penalty for a first offence, is a ruling that the result of the assessment is null and void. This means that you will be awarded a mark of zero for the assessment and this may result in your failing the course. In addition, however, the Assessment Panel may decide that the offence is so serious on its facts that you will not be allowed to retake the assessment. In some cases this may mean that you are unable to obtain the award that you are seeking.
What procedures are followed in the event of suspected plagiarism/collusion?

The following procedures will be adopted where a marker suspects that the assessment offence of plagiarism and/or collusion has occurred:

- The marker will demonstrate by annotating the trainee work, where plagiarism/collusion appears to have occurred and will inform the Programme Tutor.

- The Programme Tutor will write to the trainee informing him/her of the allegation and inviting the trainee to present their case in person or in writing within ten working days of the date of the written notification of the suspected plagiarism/collusion (not the date of receipt of the notification);

- If the trainee wishes to present their case in person, he/she may bring a friend. Two academic members of staff will be present at the meeting, one of whom will be the Programme Tutor. Minutes will be taken and agreed;

- The matter will be discussed at the Training Management Committee. Trainees should note that as the Committee convene infrequently, it may be some time before they know the outcome of a plagiarism/collusion allegation.

- Where an assessment offence is established details of the offence will be placed on the trainee’s file.

Return of Papers

Papers will not be returned except by special request. Marks and feedback will be sent by email.
Assessment Criteria

1. Seminar-based modules

Year One:

- Core skills assessed by Seminar Tutors in February and June (mid-year and end-of-year reports). This may be used to assess whether a trainee is ready to start clinical work (in case of Diploma trainees).
- Trainee self-assessment is an evaluation by the trainee of his or her own learning experience, which also gives useful feedback to the course team. Ability to use what is on offer and the developments of a capacity for reflective practice are monitored by this means.
- In addition, participation in the seminar is observed on a weekly basis, through student presentations, occasional written work and involvement in discussion. It is important to be aware that participation in seminars is a crucial criterion in assessment.

**NB:** Please note that trainees must pass both the skills assessment and the coursework.

Year Two:

- Participation in the seminar is observed on a weekly basis, by means of student presentations, occasional written work and involvement in discussion.
- There is an end-of-year trainee self-assessment: an evaluation by the trainee of their own learning experience which also gives useful feedback to the course team. Ability to use what is on offer and the developments of a capacity for reflective practice are monitored by this means. This is assessed as satisfactory / unsatisfactory. If deemed unsatisfactory it will be returned to the trainee for further work.

**NB:** If Seminar Tutor(s) have concerns about a trainee’s capacity to achieve the learning outcomes they will make a note of these concerns and meet the trainee to discuss them (see Mid-Year Reports).

2. Clinical Practice:

Trainee Counsellors whether on internal or external placement will be expected to sign a Trainee Placement Agreement. This contract is signed by the Clinical Manager/Head of Counselling, The Head of Training, Trainee Counsellor and The Supervisor. Some of the conditions detailed in this contract are listed below:

- Weekly attendance at supervision is expected. Trainees are required to keep notes of each of their counselling sessions in a supervision journal and use these to make regular reports on their work with each client. Trainees are also expected to contribute to the discussion of clients presented by other counsellors in their supervision group. They are assessed on their participation in supervision.
- In both clinical years there is a mid-year assessment for which the supervisor produces a written report to be discussed with the trainee. It is expected that trainees will make every effort to work on any areas of weakness highlighted in this report and a consistent and sustained development will be expected.
• Trainees are asked to fill in a short report (a Trainee Self-Assessment Form/Report) on their progress and client work, giving the salient points of the interview. This report also gives trainees the opportunity to raise any problems they would like to draw to the attention of the Programme Tutor.

• If the supervisor has any concerns about a supervisee at any point they will make a note of these concerns and after discussion with the supervisee send it to the Head of Training (see Mid-Year Reports).

• As part of the end of year report for year 1, trainees prepare a self-assessment which is discussed with their supervisor. In the first year the assessment will include an account of a counselling or supervision session (for the Diploma course only).

• As part of the assessment process, the Head of Counselling may provide a report on the trainee’s progress within the Counselling Centre. The trainee is given copies of these reports.

• In the Diploma Course only, supervisors may ask one or more supervisees in their group to do an observed 10 minute role-play session. The supervisor will request this if the trainee is particularly low on client hours as a way of observing and developing clinical understanding of the therapeutic ‘frame’.
Mid and End of Year Reports

There are 4 reports to be completed – 2 by the student and 2 by training staff. These are completed in February and June, and can be downloaded from the training website. Your seminar tutor and supervisor will complete the 2 reports on you and these will be seen by you and signed, before being sent to the training office. Unless there are any areas with cause for concern, or any comments you consider inaccurate or unfair, you will not necessarily have a discussion with the staff member concerned before these are submitted, except for the End of Year Reports.

You will submit a seminar self-assessment report and a clinical self-assessment report, and the latter needs to be signed by your supervisor. These must be handed in by the date specified to the training office in St Albans, and should be as thorough as you can make them, with all questions answered clearly, providing examples as appropriate. All reports must be word processed and not hand-written. These reports contain material for a major part of your assessment, so should they be inadequately completed you may be asked to re-submit them.

For students who have an external placement, you will need to provide your supervisor with a copy of the supervisor’s report and return this yourself to the training office. If you have more than one supervisor you will need a report from each of your supervisors.

These written, formal reports are seen by members of the Training Management Committee and Final Board and are confidential to them, but you will also receive verbal feedback from your seminar tutor and supervisor throughout the year which you should use as encouragement and advice on your progress.

Supervisors and Seminar Tutors have the option, as part of the February assessment, to inform the Programme Tutor of any concerns they may have of a student’s progress. This is part of the Mid-Year Report. It is a signal that the member of staff has doubts about the trainee’s capacity to complete the necessary modules during that academic year. These concerns are to do with the trainee’s capacity, and not with external circumstances like shortage of suitable clients.

In such a situation, a meeting should be arranged between the member of staff and the trainee. At this meeting the causes of concern and ways of improving the situation are discussed. The supervisor or seminar tutor should then complete the Mid Year report document in which they summarise a) the cause(s) of concern; b) a summary of the meeting; c) any recommendations. One copy is given to the trainee for their professional log. The Mid Year report, signed by both trainee and member of staff is sent to the Programme Tutor.

Heads of Counselling Centres are also encouraged to contact the Programme Tutors if they have concerns about the suitability of the trainee for counselling work.

The Programme Tutor will talk to the member of staff concerned and may or may not contact the trainee. The trainee may arrange a meeting with the Programme Tutor to discuss the situation if they so wish. In some circumstances a three-way meeting may be arranged. A note will be made of any meeting thus arranged and placed in the trainee’s folder.
# ASSESSMENT SUMMARY TABLE

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TERM ONE - TECHNIQUES & PRACTICE MODULE

Trainees will be given a title by the seminar tutor at the half term break. (2,000 words)

Rationale

This is a theoretical essay - no client material is to be included - which will be seeking to evaluate:

- Your knowledge of the nature of psychoanalytic theory.
- The theoretical concepts and techniques of psychodynamic counselling that you have grasped, such as, unconscious communication, transference, projection, etc. The particular concepts will depend on the essay title given.
- Your ability to present in a logical and structured form, and reference accurately.

Objectives and marks

- The title given, accurately reflects the content of the essay. [10% of mark]
- The trainee demonstrates they have understood the theory that underpins the essay and have made accurate and appropriate references and quotations that illustrate their theoretical points. [40% of mark]
- The trainee displays an understanding of the concept of unconscious processes in relation to the topic of the essay. [20% of mark]
- The trainee has structured the essay so that the reader can clearly follow the theme of the essay. [15% of mark]
- The trainee has ensured the essay has the title, an introduction, conclusion and sub-headings, and that it has an accurately referenced bibliography, together with a conspicuous word count. [15% of mark]
TERM TWO- HUMAN DEVELOPMENT MODULE

Concepts of Human Development: A Theoretical Perspective (2,000 words)
Trainees will be given a title by their seminar tutor before the spring half term break

Rationale

Although this is a theoretical essay, you may use no more than 25% illustrative material, drawn from literature or work with adult clients. This will be seeking to evaluate:

- Your understanding of the psychodynamic approach and how and why it implies that the past has formed residues.
- Your grasp of an understanding of the relevance of the past to the present to be able to note and identify patterns, and to see how the triangle of past, present and transference forms itself.
- Your appreciation of current thinking and theorising about human growth and development, such as the work of neuroscientists and early brain development.

Objectives and Marks

- The title given accurately reflects the content of the essay. [10% of mark]
- The trainee demonstrates they have understood the theory that underpins the essay and have made accurate and appropriate references and quotations that illustrate their theoretical points. [40% of mark]
- The trainee displays an understanding of the concept of unconscious processes in relation to the topic of the essay. [20% of mark]
- The trainee has structured the essay so that the reader can clearly follow the theme of the essay. [15% of mark]
- The trainee has ensured the essay has a title, introduction, sub-headings and conclusion, and that it has an accurately referenced bibliography, together with a conspicuous word count. [15% of mark]
COURSEWORK GUIDELINES

Diploma Course - Year Two

Written Assignments

TERM ONE - PSYCHOPATHOLOGY MODULE

Trainees will be given a title by the seminar tutor before the half term break. (2,500 words)

Rationale

Psychopathology is the study of how human behaviour and attitudes deviate from the norm - as defined in any particular theoretical model of human development e.g. Freud, Klein, Winnicott. In particular, such deviations are identified in the way defence mechanisms are employed by the individual, in an effort to ward off threatening or unacceptable impulses, emotions or situations. This is a theoretical essay which comprises of no more than 25% illustrative clinical material, drawn from adult client work or extracts from literature or the media. It will be seeking to evaluate:

- Your understanding of the relevant models of the mind proposed by psychoanalytic theory.
- Your understanding of the production of symptoms and dysfunctional behaviour in accordance with the title.
- Your aptitude to use appropriate material to illustrate theory.
- Your ability to present your material in a logical and structured form.

Objectives

- The trainee demonstrates theoretical knowledge from within the core seminars of psychodynamic models of unconscious defence mechanisms and uses accurate and appropriate referenced quotations to illustrate the theoretical points. [30% of mark]
- The trainee has begun to think about the theory of the origins of unconscious defences and their relation to past experience. [15% of mark]
- The essay displays an understanding of how unconscious defences contribute to dysfunctional thought and behaviour and how they may be experienced by others. Where appropriate, the chosen examples are described clearly and with appropriate boundaries, and demonstrate sensitivity to issues of difference. [30% of mark]
- The paper is constructed in such a way that it follows a clear development of the theme, reads easily, and contains no irrelevant or poorly linked material. [15% of mark]
- The essay has a title, introduction and conclusion, an accurately referenced bibliography, sub-headings and a conspicuous word count. [10% of mark]

NB: This Mid Year paper is the first piece of summative coursework on the Programme. The aim is to produce a theoretical essay exploring and demonstrating learning from the first term. You should not use personal material in the construction of the essay. Any essay which includes this will be returned unmarked.
TERM TWO - CLINICAL CONCEPTS MODULE

Trainees can select their own title. (2,500 words)

Rationale

The purpose of this essay is to demonstrate understanding of 2 psychodynamic concepts which are used in clinical work e.g. oedipal issues, forms of countertransference, projective identification, etc. This essay should contain both “theoretical” and “experiential”. The “theoretical” aspect will be at least 75% of the word count, allow you to show your grasp of psychodynamic theories and their relation to the inner world of an individual. You should draw on the reading you have done in seminars or in relation to the course. The paper should be illustrated by “experiential” material, not more than 25% of the word count. If you are in placement for the course this will be drawn from your clinical work with adult client/s. If this is not the case, you show practical examples drawn from counselling work, group experience or a film or literary text. **You should not use personal material. Any essay which includes this will be returned unmarked.**

This is an opportunity to integrate the concepts which form the foundation of psychodynamic counselling/psychotherapeutic thinking.

The topic of the paper is a matter of choice for the individual.

Objectives and Marks

The paper must demonstrate:

1. An understanding of 2 clinical concepts which have been studied on the course and the ability to use these to develop a personal approach. [40% of the mark]
2. Your ability to grasp differences between understandings of these concepts. [10% of the Mark]
3. The capacity to write clearly and structure the argument so that the reader can follow it. [20% of the Mark]
4. The ability to understand and work with issues relating to personal boundaries as appropriate to the clinical examples, and supervision if appropriate. [10% of the Mark]
5. The essay accurately reflects the title chosen. [10% of the Mark]
6. The essay comprises of a suitable introduction and a conclusion, and sub-headings. [5% of the mark]
7. The essay has a bibliography and references laid out in accordance with the Handbook stipulations. [5% of the Mark]

• **NB: The seminar tutor will arrange a workshop/group tutorial in preparation for this paper. Students should prepare a draft title and an outline to enhance their participation in group tutorials.**
TERM THREE - CASE STUDY

Trainees can select their own title. (3,000 words)

Rationale

This is a clinical essay which will be seeking to evaluate:

- Whether a trainee can present a case in such a way that it demonstrates a clear image of the client.
- The interaction with the client and of thought about the client.
- The trainee’s ability to begin to be able to work psychodynamically and to reflect on the work that he/she is doing in the light of psychodynamic concepts.
- The trainee’s ability to be able to put a rationale for doing A rather than B into words.

Objectives

The trainee will be expected to have one year’s counselling experience. The Case-Study will present work with a client with whom they have worked for at least 5 months (i.e. 20 sessions) and have regularly taken to supervision.

You are asked to write about a piece of work with a client. You may concentrate on the beginning but, you should describe the client and the interaction in such a way that the reader can see that you think and work psychodynamically. You should give a rationale for what you said and did in theoretical terms drawn from what you have learned in your seminars so far, particularly Clinical Concepts, Development, Psychopathology and Practice. You should give accurate references for the theory that you use. You should work towards meeting the following objectives:

1. The title chosen reflects the focus of the essay, which is presented clearly, includes subheadings, is accurately referenced and contains a bibliography and word count. Mark 20%

2. The trainee shows a process of thinking about case material with reference to 2 or 3 of the concepts highlighting unconscious aspects of psychodynamic theory, e.g. projection, transference, defences etc. Theory and case material are clearly connected, which will focus on 2-3 brief verbatim interchanges, and include a description/explanation of client/counsellor dynamics. These interchanges must be used to illuminate the process. Mark 40%

3. The trainee shows that he/she is working effectively, in a psychodynamic mode using interpretation to the extent that is appropriate to the client, and that he/she is working in a way that is likely to be helpful rather than harmful to the client. Mark 20%

4. The trainee demonstrates the use of the insights and guidance received within supervision, and writes about case material with appropriate boundaries. Mark 20%
See General Guidelines for all Written Work.

Markers will pay particular attention to:

- The integration of theory and practice. References to theoretical texts should be discussed in relation to the case material.

- The trainee’s awareness of the limits of their knowledge at the point at which they are writing.

- Appropriate boundaries of confidentiality and an awareness of ethical issues raised.

- Clear and accurate communication in a well-presented form properly referenced in accordance with the writing guidelines.

Workshops will be arranged to discuss a) theoretical approaches appropriate to the client and the work and b) the writing of a case-study. Attendance at these workshops is expected.

The trainee may ask their supervisor or academic tutor to discuss their ideas about the case study, and must show them their draft to confirm the work is with one of their own clients but they must not ask them to act as “first markers” – i.e. to recommend changes or corrections to drafts.

All trainees must obtain the Supervisor Confirmation of Case Study form and give that to their supervisor to sign, after the supervisor has read the essay. This form must be handed in along with the essay and cover sheet.
TERM ONE - CASE STUDY
Trainees can select their own title. (1,500 words)

Rationale
This is a clinical essay which will be seeking to evaluate:

- Whether a trainee can present a case in such a way that it demonstrates a clear image of the client, the interactions with the client and the reflective process about the dynamics of the counselling relationship.
- The trainee’s ability to work psychodynamically and to reflect on the work that he/she is doing in the light of psychodynamic theories and concepts.

Objectives

The trainee will be expected to have two years of previous counselling experience. The Case-Study will present work with a client with whom they have worked for at least three months (i.e. 12 sessions) and have regularly taken to supervision.

You are asked to write about a piece of work with a client. You may concentrate on the beginning but, you need to describe the client and the interaction in such a way that the reader can see that you think and work psychodynamically. You need to give a rationale for what you said and did in theoretical terms drawn from what you have learned in your core and clinical seminars so far. It is also important to give accurate references for the theory that you use. You work will need to be focused towards meeting the following objectives:

1. The trainee selects a title that reflects the focus of the essay. The essay should then fulfil the promise of the title.
2. The trainee describes a piece of work with a client so that it is clear to the reader. This will include 2-3 brief verbatim interchanges, and a description of what is happening in the room at the time. These must be used to illuminate the process.
3. The trainee writes about case material with appropriate boundaries.
4. The trainee shows that he/she is working effectively, in a psychodynamic mode using interpretation to the extent that is appropriate to the client.
5. The trainee demonstrates that he/she is working in a way that is likely to be helpful rather than harmful to the client.
6. The trainee shows a process of thinking about case material in the light of psychodynamic theory, e.g. aspects of unconscious process such as projection, transference, defences etc. References are made to theory and are discussed and related to the case material.
7. The trainee raises questions about the relevance or usefulness of the theory and shows understanding of the limits of his/her knowledge and grasp of concepts.
8. Use of the insights and guidance received within supervision.
9. Reflections on the interaction which conveys the quality and nature of the counsellor’s understanding, at the time and in hindsight, of its meaning.
10. There must be systematic and accurate references.

See General Guidelines for all Written Work.
The trainee may ask their supervisor or academic tutor to discuss their ideas about the case study, and may show them drafts for discussion. This essay is not graded, but the trainees receive an important feedback in order to start the preparation for their final clinical paper.
TERM THREE - ADVANCED PSYCHODYNAMIC THEORY MODULE

Trainees can select their own title. (3,000 words)

Rationale
This is a theoretical essay, illustrated with clinical material, on the theme of ‘The Self and the Inner World’. The topic must be agreed with the seminar tutor, based on a concept or concepts studied during the year linked to a theoretical approach or concept studied within the seminars. It will be seeking to evaluate:

- The trainee’s understanding of the psychodynamic concepts studied during the year.
- The trainee’s understanding of the theoretical approaches studied during the year.
- The trainee’s critical reflections on the received ideas and how you relate differing views to each other.

Objectives
In this paper trainees must demonstrate an understanding of unconscious processes and an understanding of how internal and external worlds meet to influence the personality by:

1. Use of knowledge acquired within seminars.
2. A capacity to critically examine different theoretical approaches
3. Differentiating between the uses made of the concepts by different theorists.
4. Evaluating these differences.
5. Discussing the relevance of the concept or concepts chosen to their own clinical practice.
6. A reflectivity about their role as a counsellor and how they see the aim of counselling.
7. Use of theory as a framework for thinking about the direction of the counselling work.
8. Write about case material, where it is used, with appropriate boundaries.
9. Write clearly and structure the argument so that the reader can follow it.
10. Ensure the paper comprises a title, an introduction and a conclusion.
11. Ensure the paper has a bibliography and references.
12. Ensure the paper includes a word-count

Presentation amounts to 5% of the overall mark.

NB: This End of Year paper is the second piece of summative coursework on the Advanced Diploma Programme. The aim is to produce a theoretical essay exploring and demonstrating learning from the first year of the Advanced Diploma Course.
TERM ONE - HUMAN DEVELOPMENT MODULE

Concepts of Human Development: A Theoretical Perspective (2,750 words)

Rationale

This is a theoretical essay which will be seeking to evaluate:

- The trainee’s understanding of the psychodynamic approach and how and why it implies that the past has formed residues.
- The trainee’s grasp of how the psychodynamic counsellor needs an understanding of the relevance of the past to the present to be able to note and identify patterns and to see how the triangle of past, present and transference forms itself.

Objectives

Trainees need to:

1. Demonstrate that they have used the seminars in order to understand concepts of psychodynamic theory.
2. Demonstrate an understanding of unconscious processes i.e. transference, countertransference and projective processes.
3. Use their casework appropriately to examine critically the validity of theoretical assumptions.
4. Demonstrate an understanding of developmental tasks, crises and adaptations/defences and illustrate this with appropriate case material.
5. Show an emerging ability to engage in the process of dialogue with theory and in theory-making, rather than just reproducing undigested knowledge.
6. Write clearly and structure the argument so that the reader can follow it.
7. Write clearly and structure the argument so that the reader can follow it.
8. Ensure the paper comprises a title, an introduction and a conclusion.
9. Ensure the paper has a bibliography and references.
10. Ensure the paper includes a word-count.

Presentation amounts to 5% of the overall mark.

NB: This paper is the first piece of summative coursework on the second year of the Advanced Diploma Programme. The aim is to produce a theoretical essay exploring and demonstrating learning from the first term.
FINAL CLINICAL PAPER

Trainees can select their own title. (5,000 words)

Rationale

The paper must demonstrate the following academic attainments:

- An ability to understand key concepts underlying psychodynamic practice.
- An ability to relate these concepts to clinical experiences
- The potential for working independently.
- An ability to write clearly and structure the argument well.
- Sensitivity to ethical issues where they are presented by the case.
- A capacity for self-questioning and an awareness of the limitations of the formulation being presented.
- An ability to learn from experience.

Objectives

The trainee will be expected to have one year’s counselling experience. The Final Clinical Paper will present work with a client with whom they have worked for at least a year (i.e. 45 sessions) and have regularly taken to supervision. This is to be a case study, illustrated with clinical material and informed by theory.

It is important that the trainee discusses the choice of client for the Final Clinical Paper with their supervisor. Once the trainee has selected a suitable client they need to contact the Training Office to make arrangements for tutorial support with a Personal Tutor.

You are asked to write about your work with a client. You need to describe the client and the interaction in such a way that the reader can see that you think and work psychodynamically. You need to give a rationale for what you said and did in theoretical terms drawn from what you have learned in your seminars so far. It is also important to give accurate references for the theory that you use. You work will need to be focused towards meeting the following objectives:

1. A clear picture of one client, their history and presenting problem.
2. The clinical development of the counselling relationship up to the point of writing the paper. This will include evidence from sessional notes of the interplay of transference, counter-transference and projective processes at specific moments and further understanding of clinical events with the benefit of hindsight.
3. The theoretical understanding which the trainee has developed in relation to this specific client. The trainee shows a process of thinking about case material in the light of two or three of the basic concepts of psychodynamic theory. This theoretical understanding must grow from the clinical material rather than being superimposed upon it.
4. The contribution, which the clinical and theoretical seminars have made to the trainee’s understanding of the client.
5. The contribution made by supervision to the trainee’s understanding of the client.
6. Show an ability to understand how the social, cultural and biological influences have structured and influenced their thinking. To begin to think in terms of working with difference, equality and diversity whilst using psychodynamic theory to underpin their knowledge.
7. Ensure the paper comprises a title, an introduction and a conclusion.
8. Ensure the paper has a bibliography and references.
9. Ensure the paper includes a word-count.
See General Guidelines for all Written Work.

Readers will pay particular attention to:

- The integration of theory and practice. References to theoretical texts should be discussed in relation to the case material.

- The trainee’s awareness of the limits of their knowledge at the point at which they are writing.

- Appropriate boundaries of confidentiality and an awareness of ethical issues raised.

- Clear and accurate communication in a well-presented form properly referenced in accordance with the writing guidelines.

Study workshops will be arranged to discuss:

a) The theoretical approaches appropriate to the work with a particular client and

b) The particularities of writing of an initial Case Study and the Final Clinical Paper.

Attendance at these workshops is expected.

The trainee may ask their supervisor or academic tutor to discuss their ideas about the case study, and may show them drafts for discussion, but they cannot ask them to act as “first markers” – i.e. to recommend changes or corrections to drafts.
Marking of Written Assessments

The seminar papers are marked by seminar tutors and all Case Studies by markers appointed by the Head of Training. A selection of marked papers, including all those that fall below the pass mark are sent to an External Moderator.

Any paper that falls below the pass mark is marked as F1 (failed at first attempt) and a rewrite of the whole or part of the paper is requested. The date for resubmission is agreed by the Programme Tutor and the results are ratified at the Final Board meeting held usually in July. If after re-submission, the paper still falls below the pass mark, (F2 failed at second attempt) the trainee will be required to take a Viva Voce, Should the trainee fail the Viva Voce they will be asked to re-take the clinical module the following year and submit a new case study.

Viva Voce

Where a student has failed a re-submission for an essay, an oral examination, called a viva voce can be set up. This is not mandatory, but will be offered to the student. In certain circumstances a viva voce may also be set up where there is concern over a student’s performance in seminar modules. This examination will normally last for 40 minutes and the student will be asked a number of questions on the subject matter of their failed essay. The scope of these questions will be explained to the student when offering the viva voce, so that they can prepare to give of their best. Students will be given a minimum of 72 hours of preparation for the viva voce. Full details of the policy and procedure for a viva voce and how students can prepare for it, is available from the Training Office.

Student appeals on marks

If a student has good cause to believe that they have been unfairly marked, they must present their reasons for this to the Programme Tutor within 5 days of their marks being sent out. No appeal will be accepted beyond this time frame. They can either ask for the marks to be moderated i.e. the marks they contest to be looked at by the Programme Tutor, or the essay to be re-marked, by an external marker. The resultant mark will then be increased, reduced further, or remain the same. There can be no further appeal.
MARK SCHEME FOR ALL ESSAYS
(Seminar, Case Study and Final Paper)

Markers are asked to explain the marks, especially if it is low and give constructive feedback where possible.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assessment Criteria</th>
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<tbody>
<tr>
<td>70% and above</td>
<td>An excellent piece of work in which:</td>
</tr>
<tr>
<td>Distinction</td>
<td>• The student demonstrates a clear understanding of the focus and purpose of the essay</td>
</tr>
<tr>
<td></td>
<td>• The student presents relevant clinical material with appropriate boundaries and respect</td>
</tr>
<tr>
<td></td>
<td>• The student shows a good understanding of relevant theory, gives a reasoned critique and relates it to clinical material</td>
</tr>
<tr>
<td></td>
<td>• The relevant literature is covered in appropriate depth and accurately referenced</td>
</tr>
<tr>
<td></td>
<td>• The essay is well structured and written in language which is clear and helpful to the reader</td>
</tr>
<tr>
<td>60-69%</td>
<td>A good piece of work in which:</td>
</tr>
<tr>
<td>Good Pass</td>
<td>• The student demonstrates understanding of the focus of the essay</td>
</tr>
<tr>
<td></td>
<td>• The student presents relevant clinical material with appropriate boundaries and respect</td>
</tr>
<tr>
<td></td>
<td>• The student shows a good understanding of some relevant theory; shows awareness of its hypothetical nature and relates it to clinical material with some critique</td>
</tr>
<tr>
<td></td>
<td>• The student covers relevant literature in appropriate depth and gives accurate references</td>
</tr>
<tr>
<td></td>
<td>• The student structures the essay well for it to be clear to the reader</td>
</tr>
<tr>
<td>50-59%</td>
<td>A satisfactory piece of work in which:</td>
</tr>
<tr>
<td>Pass</td>
<td>• The student demonstrates understanding of the focus of the essay</td>
</tr>
<tr>
<td></td>
<td>• The student presents relevant clinical material with appropriate boundaries and respect</td>
</tr>
<tr>
<td></td>
<td>• The student shows understanding of some relevant theory, shows awareness of its hypothetical nature and relates it to clinical material with some attempt at a critical standpoint</td>
</tr>
<tr>
<td></td>
<td>• The student covers some relevant literature in appropriate depth and gives accurate references</td>
</tr>
<tr>
<td></td>
<td>• The student structures the essay well enough for it to be clear to the reader</td>
</tr>
<tr>
<td>Below 50%</td>
<td>An unsatisfactory piece of work in which:</td>
</tr>
<tr>
<td>Fail</td>
<td>• The student misunderstands the focus of the essay</td>
</tr>
<tr>
<td></td>
<td>• The student writes carelessly or unclearly about clinical work</td>
</tr>
<tr>
<td></td>
<td>• The student presents theory inaccurately or inadequately</td>
</tr>
<tr>
<td></td>
<td>• The essay is not clear to the reader</td>
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</tbody>
</table>
GUIDELINES FOR SEMINAR/WORKSHOP TUTORS’ ASSESSMENTS

Seminars/Workshops are the places where trainees acquire knowledge of theory and the ability to use theory selectively and critically as a rationale and basis for clinical practice. We expect all trainees to acquire a basic understanding of the analytic concepts of the psyche, of unconscious communication and of defence and resistance. We expect them to use this understanding in developing a set of techniques in clinical practice that enables them to work towards the goal of psychodynamic counselling, viz:

‘The resolution of conflicts through insight arrived at in a therapeutic relationship’
(UKCP statement of philosophy)

Seminar/Workshop tutors are asked to enter the trainee’s percentage for written work (where applicable) on the mark sheet. Trainees will be told how the percentage is calculated. A recommendation should also be made in the categories shown on the sheet. There is an opportunity for both tutor and trainee to comment on the work that has been done. Seminar Tutors are asked to write 2 reports each year - in February and June - which act as a guide to the progress of the trainee up to that point. These reports incorporate a scale rating as well as comments on specific skills expected in seminar work.

Normally, we would expect most trainees to be rated as satisfactory. If this is not the case, a comment should be added to explain why. Seminar tutors should hand in both the completed mark sheet and a composite list of marks and recommendations report to the Training Office by the date stated on the Assessment Timetable.

The seminar recommendation will take into account the following which will be demonstrated in oral contributions, presentations and observed skills work. If a trainee does not make much oral contribution, the recommendation may still be satisfactory, but there should be a comment to that effect.

Seminar recommendations for INTERIM Years are based on the following criteria:

1. **Very Good**
   a. Trainee demonstrates having read widely and understands theory in its context.
   b. Trainee is beginning to understand the provisional nature of theory and to see contradictions and raise questions.
   c. Trainee uses theory to try to understand practice.
   d. Trainee is beginning to meet specific course objectives.

2. **Good/Adequate**
   a. Trainee demonstrates having read the required texts and raises some questions or makes some useful comments.
   b. Trainee is beginning to use theory to illuminate practice and experience.
   c. Trainee is beginning to meet the specific course objectives.

3. **Needs Improvement**
   a. Trainee demonstrates having read little or has little understanding of what has been read.
   b. Trainee makes a few or inappropriate links between theory and practice.
   c. Trainee is beginning to meet only one or two course objectives or none.
   d. Attendance has been inadequate.
   e. Written work has not been submitted or has not been adequate.
Advanced Diploma Seminars

The FINAL Year’s seminar recommendations are based on the following criteria:

1. **Very Good**
   a. Trainee demonstrates having read widely and sees theory in its context.
   b. Trainee approaches theory critically and creatively and is aware of its provisional nature.
   c. Trainee tests theory and practice against each other in a fruitful way.
   d. Trainee is developing a personal synthesis and style.
   e. Trainee is meeting the specific course objectives well.

2. **Good/Adequate**
   a. Trainee demonstrates having read required texts.
   b. Trainee uses theory to illuminate practice, see contradictions and raises questions.
   c. Trainee is comfortable with some theory and is beginning to have a view of his/her own.
   d. Trainee is meeting the specific course objectives adequately.

3. **Needs Improvement**
   a. Trainee has read less than half or not understood the required reading.
   b. Trainee links theory to practice inappropriately or not all.
   c. Trainee is meeting only one or two of the specific course objectives.
   d. Attendance has been inadequate.
   e. Written work has not been submitted or has not been adequate.

### PROGRESSION BETWEEN SEMINAR MODULES

In determining progression from Year 1 to Year 2, the following elements are taken into account:

1) The coursework mark for the Term 1 & 2 paper.

2) The seminar tutor’s report on how far learning outcomes have been achieved.

3) A skills report will be prepared by the seminar tutor on a pass/fail basis.

4) Attendance at the seminars. 100% attendance is expected, 80% required.

5) The trainee’s self-assessment of their strengths and weaknesses in relation to the learning outcomes. This may be made available to the seminar tutors of the Year 2 seminars. The purpose of the assessment is to help the student progress. The self-assessment is compulsory but not graded.

**NB:** Trainees are responsible for ensuring that their self-assessments arrive at the training office by the due date. Although the self-assessment is not graded it is a compulsory piece of coursework and without it trainees cannot go through the assessment process.
GUIDELINES FOR SUPERVISION ASSESSMENT

Supervisors are asked to assess trainees’ progress towards the overall goal of psychodynamic counselling which is:

‘The resolution of conflicts through insight arrived at in a therapeutic relationship’
(UKCP statement of philosophy)

Supervisors are asked to work with the trainee towards a shared view of progress towards the subsidiary objectives of the course and with their learning needs wherever possible.

Through detailed trainee accounts of casework, often verbatim, not electronically recorded, supervisors are asked to monitor the quality, scope, breadth and depth of a trainee’s clinical practice. They are asked to assess the trainee’s basic competence in listening and responding skills without which no one would be allowed to stay on the course. Supervisors are then asked to consider the trainee’s use of psychodynamic techniques by examining the understanding of unconscious processes and the extent to which they are made conscious in a way that the client can use.

Supervisors are also asked to assess the extent to which a trainee is able to use theory as a rationale for practice and to test theory and practice against each other.

Supervisors are asked to assess the trainee’s competence in managing all aspects of the therapeutic relationship including the triangular relationship with the Organisation.

In the Final Year we expect a level of competence in all these areas that would enable the trainee to work independently under supervision. In the Interim Years we expect a high level of basic skills and that psychodynamic and management skills will be beginning to develop and will show signs of improvement during the year.

In all years, a higher level of achievement is demonstrated by the consistent and possibly creative use of theory to illuminate practice, by the ability to contain and work with own and client’s feelings and by effective management of the work for the benefit of the client.

The supervisor must be convinced that the trainee does not harm clients. This is necessary for a recommendation to proceed. In order to make a positive recommendation in the Final Year, the supervisor needs to be willing personally, in principle, to refer clients to the prospective graduate.

Trainees are asked to assess themselves bearing the above criteria in mind, and to consider carefully their own readiness to progress or to graduate. Trainees are asked to bear in mind that extra time may be of great assistance in building confidence and assimilating what has already been learned. Wishing or needing to take some extra time for supervised casework may be a sign of growth and development.
Procedures

1. Supervisor’s Report: For the June assessment supervisors prepare reports on individual trainees in their supervision group. This is the most important element in determining progression or award. The module can be failed on the supervisor’s report alone.

2. Trainee self-assessment: Trainees also prepare a self-assessment based on the learning outcomes. This will include an account of a counselling session or a supervision session. This self-assessment is compulsory.

3. The supervisor arranges individual interviews with each supervisee. The supervisees prepare their self-assessments. Supervisor and supervisee exchange reports 1 week before their meeting, where both reports are discussed. The supervisor’s report may be amended in the light of the discussion.

The supervisor reports on progress so far, with recommendations to the Final Board. The Supervisor may recommend:

   a) Progression to year 2.
   b) Failure of year 1, because of

       ▪ Low client hours (dependent on the reason for this the student may still be progressed)
       ▪ A concern expressed in the report, or
       ▪ Some other reason to be specified.

Please note that:

   a) The most significant aspect of psychodynamic work is ability to understand unconscious processes in a clinical setting. The supervisor must confirm that this learning outcome has been achieved, for a trainee to progress to year 2.

   b) Where the failure is due to an inability to assess because of low client hours the trainee will be reassessed at the Re-submission Board. It will be expected the trainee has increased client hours and is making satisfactory progress.

NB: It will be seen from the above that there is an expectation that trainees will have embarked on client work, ideally, 4 months before the June assessment. Any trainee with concerns that this will not be achieved should discuss the matter with a) their supervisor; b) their Centre Head; c) Programme Tutor.
CLINICAL ASSESSMENTS
Year Two

The same procedures are followed as specified for Year 1 above.

1. In time for the June (end-of-year) assessment, supervisors prepare reports on trainee progress so far, with recommendations to the Final Board. The supervisor may recommend:

   a) Award of Diploma/Advanced Diploma

   b) Failure of Year 2, because of

      ▪ Low client hours (not sufficient to allow assessment to be made)

      ▪ A concern expressed in the report, or

      ▪ Some other reason to be specified.

NB: The most significant outcome of this module is the acquisition of the skills and competencies necessary for good counselling practice. The supervisor must confirm that this has been achieved for a trainee to be awarded the Diploma. If this has been achieved and some client hours remain to be completed, as long as all other requirements have been met the trainee will become eligible for the awards once the supervisor has confirmed that the outstanding hours have been completed, by submitting the Supplementary Supervisor’s Short Assessment Form.

1. Trainees prepare a self-assessment based on the learning outcomes together with an assessment of the supervision modules as a whole. This is discussed with the supervisor, whose report may be amended as a result. This self-assessment is compulsory.

3. Centre Heads also supply reports on each trainee based on learning outcomes.

The trainee is responsible for sending one copy of all this documentation to the Training Office in St Albans. All this documentation, together with that from the seminars is used in the assessment process described below having been completed.
The Final Board

Trainees collect all documentation – i.e. reports and self-assessments relating to all the modules – and send one copy to the Training Administrator at St Albans by the due date given on the assessment forms.

The Final Board Committee is typically composed of:

- The Head of Training and Counselling (Chair)
- Programme Tutors
- Training Manager
- External Manager
- Training Administrator

If concerns emerge about particular trainees at this point, the relevant documents are referred to at the assessment panel meeting. Particular attention is paid to those trainees about whom a supervisor has expressed uncertainty.

This panel may call for further reports and meetings may take place between the Programme Tutor and the student or member of staff concerned. A trainee being considered at this stage is entitled to ask their Personal Tutor to submit a statement of support/ supplementary information/ extenuating circumstances if they so wish. This is the only role the Personal Tutor may play in the assessment process.

NB: As these awards are qualifications to work in an agency setting; the trainee’s ability to meet deadlines and work within the context of the Programme regulations is an important means of assessment. Hence we give much importance to the efficient and punctual delivery of all documentation to the Training Office.

The Final Board Committee

The Final Board Committee reviews the results for each module at the end of each year.

It should be noted that all marks returned to trainees throughout the academic year are provisional and may be revised by the Final Board Committee usually held in July.

A Final Board Committee Meeting is typically composed of:

- The Head of Clinical and Training (Chair)
- Training Manager
- Programme Tutors
- An External Examiner

It is clerked and minuted by a Training Centre Administrator.

The Final Board Committee review and confirm the final results for each module/year. All discussions within the Board meeting are confidential.

Only the Chair of the Board has the authority to convey results.
Recommendation of Award

In making the decision to recommend the award of Diploma, evidence of achievement of learning outcomes for all 4 modules is required.

Trainees have the right of appeal against Board decisions. Notice of appeal must be given in writing to the Head of Training within two weeks of the date of the letter informing him/her of the decision of the Final Board Committee (see below).

Deferment (postponement) of Coursework

A trainee may request that they defer (postpone) submission of a paper. This request may be made in relation to the case study if the trainee has no suitable client to present. As far as other papers are concerned, this option may only be used in certain specific circumstances such as illness, bereavement or other personal unforeseen circumstances. A request for deferment must be formally presented in writing and supported by appropriate documentation. The Programme Tutor may make a preliminary decision and present the circumstances to the Final Board Committee. Such requests must be received before the stated deadline for the piece of coursework. The Final Board Committee may decide that because of proven extenuating circumstances, a trainee who has not attempted one or more assessments may be permitted to undertake deferred assessments.

Extenuating Circumstances

'Extenuating circumstances' means circumstances which occurred during or before the period of assessment in question, and which may have led to an unrepresentative performance in relation to a trainee's previously demonstrated ability to achieve the required standard.

If a trainee has problems or difficulties significantly affecting performance on his or her programme of study, he or she should discuss this with the Programme Tutor who may take appropriate action, such as extending the deadline for submission of a piece of work.

Where it is believed that there are significant extenuating circumstances adversely affecting performance which should be drawn formally to the attention of the Final Board Committee when it meets to consider continuation or awards, it is the trainee's responsibility to notify the Chairperson of the Board in writing of the circumstances. This must be done at the earliest possible time, before the Final Board Committee meeting. “Extenuating Circumstances” forms are available from the Training Office.

Referrals

Where trainees have failed in coursework it may be agreed by the Final Board that they may rewrite and resubmit without being required to re-enrol for the course. Trainees who are successful in referred assessments will be awarded a Pass. A Resubmission Board will meet usually in September. If trainees complete all the requirements of the Programme before that date the awards can be conferred at that meeting.

Appeal Regulations

1. Any trainee may be suspended or dismissed at the recommendation of the Training Centre Ethics Committee and/or the Training Management Committee.
2. Any trainee may have their programme terminated as the result of failure to make academic progress.
3. Any trainee may have their programme terminated if there are grounds to convince the Training Management Committee and the Final Board that he or she is not competent to work with clients in the psychodynamic model.

4. Any trainee may have their programme suspended or terminated if there are grounds to convince the Training Centre Ethics Committee and/or the Training Management Committee that he or she is not fit to work with clients.

5. In all cases the Assessment Committee will attempt to give reasons and the trainee has the right of appeal.

Grounds and procedures for appeal

1. A trainee who believes that he or she has been incorrectly graded in a particular course or incorrectly failed or incorrectly programme terminated has the right of appeal in certain circumstances.

2. An appeal must state the grounds on which it is presented. The only legitimate grounds for appeal shall be one or more of the following:

   (i) The grades have been incorrectly recorded or incorrectly aggregated or that the procedure for collation of grades has been incorrectly followed.

   (ii) That there has been an irregularity in the conduct of examinations or other forms of assessment and that this has adversely affected the trainee’s performance.

   (iii) That there have been circumstances which adversely affected the trainee’s performance that he/she could not or did not for valid reasons divulge prior to the meeting of the relevant Final Board.

   (iv) That there is evidence that one or more of the examiners or members of the Final Board were prejudiced against the trainee and the trainee can demonstrate this.

   (v) A trainee wishing to appeal must do so in writing to the Head of Training not more than two weeks after the dispatch of the result of the assessment.

   (vi) The Head of Training shall appoint an external assessor to investigate the appeal.

   (vii) The decision of the assessor shall be final.

Copies of the Procedures are available at the Foundation’s premises at St. Albans, Stevenage, Luton and Bedford as well as on the Training Centre website.
TRAINING COMPLAINTS AND GRIEVANCE PROCEDURES

Although the Training Centre will make every reasonable effort to provide appropriate facilities, amenities and services, trainees should note that such provision may be affected by conditions which prevail from time to time. In such circumstances, the Foundation cannot accept responsibility for a level of service which may be less comprehensive than normally provided.

The Training Centre seeks to resolve trainees' grievances amicably and as near to their source as possible and believes that most are capable of resolution without recourse to formal procedures. To this end, the Training Centre considers that its ability to deal effectively with grievances depends principally on the readiness of all of its staff to make themselves available to trainee, to listen to complaints and to try to address the points raised quickly and in the most appropriate way.

1. The Training Centre will make every reasonable effort to deal promptly and efficiently with all complaints.
2. All complaints will be judged on their individual merits and will be dealt with in confidence unless the complainant has clearly indicated otherwise.
3. All complaints will be thoroughly and objectively investigated.
4. In accordance with the Foundation's Equal Opportunities policy, all complainants will be treated equally regardless of their status and will not be treated adversely as a result of their making a complaint.
5. Where at any stage in the following processes a grievance is made the subject of a formal discussion or hearing, students may, if they so wish, be accompanied by another person of their choice.

1 Informal procedure for dealing with grievances
1.1 If a trainee has cause for complaint s/he should take it up immediately with her/his Seminar Tutor or Programme Tutor. The complaint may be summarised briefly in writing. The trainee is also able to bring this to their Personal Tutor, to talk through in a pastoral capacity. If the complaint is regarding a senior member of the training staff complaints should be sent to the Head of Training. It is anticipated that the majority of complaints are capable of resolution through an informal process whereby the member of staff concerned might see the complainant and as a result, take the necessary steps to resolve the problem.

1.2 Should the matter not be capable of resolution by the Seminar Tutor, Programme Tutor or Personal Tutor s/he will prepare a written report, summarising briefly the nature of the complaint and indicating the actions which have been taken and will submit this to the Head of Training, who will respond to the complainant. If the matter remains unresolved, it will be referred to the Chief Executive Officer of the Foundation.

2 Formal procedure for dealing with grievances
2.1 Where a matter remains unresolved at the conclusion of the informal process, the complainant may raise the matter through the Foundation's formal complaints procedure.
2.2 The complaint must be submitted in writing to the Foundation Chief Executive Officer.
2.3 The Chief Executive Officer may seek to resolve the issue on the basis of the documentation provided, after having sought further information from the members of staff involved in the original complaint and may, at his or her discretion, call a hearing at which the trainee and any other person involved may submit their respective cases.
2.4 Following this process, the Chief Executive Officer will communicate his or her decision in writing to the complainant if appropriate, will advise the complainant of the further steps which might be taken if s/he is not satisfied with the outcome.

TRAINING CENTRE DOCUMENTS - (1) APPEALS PROCEDURE
1. A trainee wishing to appeal against failure or a decision to extend, suspend or terminate training must give notice of this in writing to the Head of Training within two weeks of the date of the letter informing them of the decision. She/he must put in writing the detailed grounds on which she/he is appealing against the decision. It is expected that the trainee’s tutor will be available to him/her during that two weeks for consultation if required.

2. The letter of appeal shall provide the detailed grounds on which he / she is appealing. No letter shall contain abusive language or statements which cast unsubstantiated aspersions upon other colleagues. An appeal will be dismissed immediately if a letter contains such language.

3. The only legitimate grounds for appeal shall be one or more of the following:
   3.1 That grades have been incorrectly recorded or incorrectly aggregated or that the procedure for collation of grades has been incorrectly followed.
   3.2 That there has been an irregularity in conduct of the assessment process and that this has adversely affected the candidate’s performance.
   3.3 That there have been circumstances which affected the candidate’s performance which he/she could not or did not for valid reasons divulge prior to the meeting of the relevant Assessment Committee.
   3.4 That there is evidence that one or more of the examiners or members of the Board were prejudiced against the student and the student can demonstrate this.

4. The Head of Training will send this submission together with all other documentation relating to the trainee to an external assessor, who shall be someone not involved with the course the trainee is on.

5. After studying the documentation - which process should include taking account of any issue of Equal Opportunities - the External Assessor may make one of two recommendations to the Head of Training.
   5.1 That they see no grounds for the appeal: this shall be final
   5.2 That they do see grounds for appeal.

6. In the event of 5.2 the External Assessor may ask to see the trainee and/or relevant staff member and/or the Chair of the Assessment Committee. On the basis of this (these) interviews the External Assessor will recommend that the appeal is upheld or rejected. This recommendation shall be final.

7. The trainee shall be informed in writing by the Head of Training of the progress of their appeal at all decision points. She/he will receive a copy of the External Assessor’s report.

8. The Training Centre shall take care at all points to ensure that the appeal proceedings are conducted in a sensitive and humanitarian manner in relation both to the trainee and to the staff member(s) concerned.

9. The costs of the Training Centre for stages 5 and 6 above of the Appeal process shall be borne by the Training Centre.
TRAINING CENTRE DOCUMENTS – (2) CONFIDENTIALITY POLICY

The Use of Information Gained During Clinical Practice

Guidance for Trainees

To facilitate the integration of theory and practice health and/or social care trainees will be asked to explore and reflect on a range of personal experiences they have had whilst in clinical practice. This exploration may be within informal contexts such as trainee group discussions and/or within the context of assessment. Maintaining the confidentiality of information about personnel and/or organisations is an important part of professional practice. Details of information gained in clinical practice must therefore not be disclosed to others who are not involved in the care/practice situation. If data collected whilst in clinical practice forms part of an in-course assessment the details should be presented in such a way that confidentiality is maintained.

Principles of Good Practice

1. Students must maintain the confidentiality of all information that has become known to them about clients/patients, users of the health care service, personnel and host organisations.

2. Before using information from clinical practice experiences, trainees are advised to ask the permission and oral consent of the persons involved. Trainees must maintain anonymity of all practice information, which might lead to the identification of individuals. Trainees may seek guidance and support from their lecturers, placement assessors/supervisors and/or personal tutors.

3. Trainees should not disclose detailed information, and must protect confidentiality by using pseudonyms for the names of both individuals and organisations. Trainees must acknowledge this action has been taken at the beginning of their presentations written assignments.

Procedure for Dealing with Breaches of Confidentiality

Formatively Assessed Work and Class Discussions

Trainees must not make reference to the names of individuals or organisations in formative assessment or class discussions. Where breaches occur the Seminar Tutor should correct the behaviour immediately advising the whole student group of the limits of confidentiality. The Seminar Tutor should subsequently meet with the individual trainee(s) after the session to ensure he or she is apprised of the correct behaviour.

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1 Students should refer to the relevant Code of Professional Conduct
2 Refers to all information which is not in the public domain, this may be information relating to individuals or organisations
3 Individuals includes other professionals and clients/patients
Summatively Assessed Work\(^4\)

In the case where it is suspected that a student is guilty of breaching confidentiality the following procedure will apply

- The marker will endorse the piece of work on the front cover with a note identifying the nature of the suspected breach and where relevant, the location of any part where he or she suspects breach of confidentiality.
- Where an allegation suggests that a breach of confidentiality has occurred, this will be dealt with by the Final Board Committee.
- In determining the appropriate penalty to be imposed, the Final Board Committee will take account of:
  - The extent of the breach of confidentiality
  - The level of study
  - Previous offences
  - Whether the trainee admits or denies the offence
  - Any extenuating circumstances
  - Whether the trainee was grossly negligent in not taking sufficient care to prevent the breach of confidentiality.

\(^4\) Refers to all summatively assessed examinations and coursework, including presentations, discussions and practice assessments.
TRAINING CENTRE DOCUMENTS – (3) CODE OF ETHICS AND PRACTICE

The Foundation Training Centre is an organisational member of the British Association for Counselling and Psychotherapy (BACP).

All Foundation Training Centre therapists and staff (counsellors and psychotherapists including supervisors and trainers) are bound by the following Ethical Principles:

1. **The best interests of the client** are paramount.

2. **Confidentiality** is a major requirement for a therapeutic relationship to exist and should never be broken - for publication, research or any other purpose - without very good reason.

3. **Clients, Supervisees or Trainees must not be exploited** financially, sexually or emotionally.

4. **Terms and conditions** of work must be made clear.

5. **Competence** must be maintained, seeking to ensure rational, emotional and physical fitness to practise. Practitioners work within their competence.

6. **The standards and dignity of the profession and the institution** in all contact with the public and with clients must be upheld.

**Codes of Ethics and Practice**

The Training Centre embraces individual counselling, individual psychotherapy and group psychotherapy. Counsellors and psychotherapists are bound by relevant codes for each area of work they undertake. Thus counsellors while counselling are bound by the British Association for Counselling’s Codes of Ethics and Practice for Counsellors. Trainers and Supervisors - in their work for The Counselling Foundation - are bound by and required to be familiar with the relevant BACP Guidelines for those areas of work. Psychotherapists both qualified and in training, and trainees on the Diploma and Advanced Diploma, abide by the Code of Ethics and Practice in accordance with the BACP Guidelines.

In addition, the Counselling Foundation Service has issued a series of papers setting out Codes of Practice required for the specific work done in that area. Our external counselling placement agencies also possess such Codes of Practice relevant to their areas of work and agency regulations. All trainees and members of staff are required to read and abide by these requirements.

The Counselling Foundation is also working towards an Equal Opportunities Policy and has an Equal Opportunities Policy Document which is available to all and must be read and followed.

If a client wishes to complain about work carried out within the Counselling Foundation, the complaint will be dealt with by the Counselling Foundation Complaints and Appeal Procedure. If a trainee wishes to make a complaint, it will be dealt with according to the Training Centre Code of Practice and the Complaints Procedure for Trainees.