Programme overview

The BA (Hons) Psychosocial Studies is an innovative multidisciplinary degree that is concerned with the interrelationship between self, psyche and society and promotes a psychosocial framework of understanding the interconnections between the personal and the social, inner and outer worlds, as well as the social conditions to mental health. It has been specifically designed to meet the learning needs and aspirations of those who wish to undertake a degree focusing on counselling and psychotherapy practices but who also want to study about the social and cultural contexts of their production. After the completion of this degree, students are equipped with adequate knowledge, skills and a critical understanding to work in the mental health field but also in educational, therapeutic and other settings that engage with vulnerable and marginalized individuals and groups. The degree will be of great relevance to those who wish to undertake further theoretical studies or formal clinical training as counsellors and/or psychotherapists.

Programme entry requirements

STaCS welcomes applicants from a wide range of backgrounds who either meet standard university entry requirements or can demonstrate appropriate levels of knowledge and skill in a portfolio of entry. Certification by means of GNVC, Access, NVQ, BTEC, College Foundation Certificate, AS and A Level is accepted, in many subject areas - for example, in Psychology, Cultural Studies, Art, Dance, Social Studies, Drama, Anthropology, Sociology, English, Politics, Media and Communications, History, and Film Studies.

If you have any questions regarding your eligibility, please do not hesitate to ring Admissions on 020 7919 7766

Aims of the programme

This programme specification introduces the BA (Hons) Psychosocial Studies, provided by the Department of Social, Therapeutic and Community Studies (STaCS) in Goldsmiths. The specification identifies the content, structure and assessment procedures of your programme of study, as well as the learning outcomes and skills you will achieve when you engage fully with the learning opportunities the degree offers.
The major aims of the BA (Hons) Psychosocial Studies as a whole are:

1. To promote an interdisciplinary psychosocial framework that brings together a number of disciplines such as sociology, cultural studies, anthropology, psychoanalysis, psychology and combines them critically and creatively.
2. To develop a psychosocial understanding of the interdependency and interconnectedness of the individual and the social sphere and gain a critical insight into social and individual 'pathologies' (e.g. trauma, social and individual anxieties, depression, exclusion, racism).
3. To promote a knowledge and understanding of contemporary therapeutic practice in psychotherapy and counselling. To this end, students will learn about different traditions of therapeutic practice including cognitive behavioral, humanistic, person-centered, psychoanalytic, art psychotherapy and dance movement psychotherapy.
4. To inform students’ knowledge and understanding of therapeutic discourses by use of the kinds of inquiry made possible by sociology, anthropology and cultural studies.
5. In addition to academic and other skills, students will develop the ‘soft skills’ (also known as ‘the complex attributes’) identified by Goldsmiths’ concept of the 3D Graduate; amongst other abilities, the 3D graduate is imaginative, creative, willing to take risks, and, where necessary, to engage in constructive, informed and critical challenges to orthodoxy.

In year 1, students will learn different theories of human development across the lifespan and relate these to the varying approaches to counselling and psychotherapy practice and the contexts in which they have emerged. They will also examine various professional and ethical frameworks in contemporary therapeutic practice and engage in an interdisciplinary exploration of sociological, anthropological and psychological issues impacting the individual in society. In Year 2, students will develop a psychosocial, critical understanding of individual and social pathologies that combines the social, the political, the personal and the clinical in new ways. Furthermore, students will undertake training in the research methods used in contemporary counselling and psychotherapy. Year 2 options offer a valuable opportunity to: develop counselling and reflective skills; pursue a more social and cultural emphasis by using films/the cinema to make an interdisciplinary analysis that deconstructs the narrow categories of mental illness; familiarise themselves with a range of creative and expressive arts therapies and their current practices. Year 3 considers the impact of Freud and his followers alongside options that make an interdisciplinary examination of spirituality, faith and religion in the public professions. Students will also have an option to: either study one of the therapies in their final year (art psychotherapy, dance movement psychotherapy or cognitive behavioural therapy); gain some practical experience in the field through placement work; learn key clinical and theoretical literature on trauma and contemporary approaches on PTSD; or deepen their understanding of the tensions between identity and difference, individual and community. In addition, students will have the opportunity to consider the realities of working in the field linked to their final dissertation which constitutes an empirical project that offers the opportunity to develop robust research skills.

The multidisciplinary focus of the programme will support the development of an in depth understanding and knowledge of professional therapeutic practice(s) as well as of cognitive, communication, writing and transferable skills. The Department of Social, Therapeutic and Community Studies (STaCS) is confident that after the completion of the degree students will be equipped with the broad range of complex attributes increasingly required by employers in the public and voluntary/third sectors, and will have acquired an introduction to further professional training, if so desired, in the therapies.

**What you will be expected to achieve**

Programme learning outcomes range from those that are measurable and demonstrable by formal assessment through individual modules and assessment, to those that can only be assessed through the holistic appraisal of your performance. For this reason, you will be encouraged to develop a personal development plan in conjunction with the HEAR (Higher Education Achievement Report) in order to
record all aspects of your performance and collate formal and informal feedback across all three years of
the programme.

On successful completion of the BA (Hons) Psychosocial Studies you should have attained the learning
outcomes specified below, which have been informed by the Certificate, Intermediate and Honours’
levels of the National Qualifications Framework.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td>Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Professional Frameworks in Therapeutic Practice; Research Methods; Counselling Skills; Dissertation; A Critical Introduction to Art Psychotherapy I: Theories and Practice; A Critical Introduction to Art Psychotherapy II: Experiential Group Learning; Dance Movement Therapy Foundation; Cognitive Behaviour Therapy; Fieldwork Practice; Introduction to Art, Play and Dramatherapy; Trauma: critical and clinical explorations</td>
</tr>
<tr>
<td>Key theories and methods characteristic of contemporary practice in psychotherapy and counselling.</td>
<td></td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Professional Frameworks in Therapeutic Practice; Counselling Skills; Freud’s Legacy; Dissertation; A Critical Introduction to Art Psychotherapy I: Theories and Practice; A Critical Introduction to Art Psychotherapy II: Experiential Group Learning; Dance Movement Therapy Foundation; Cognitive Behaviour Therapy; Fieldwork Practice; Pathologies of the Modern Self; Introduction to Art, Play and Dramatherapy</td>
</tr>
<tr>
<td>Historical and contemporary contexts of professional practices in psychotherapy and counselling.</td>
<td></td>
</tr>
<tr>
<td><strong>A3</strong></td>
<td>The Individual in Society and Culture; Research Methods; Psychoanalytic Culture and Society; Mind Projections: Psychopathology &amp; Cinema Dissertation; Religion, Belief and Spirituality in Professional Practice; Pathologies of the Modern Self; Multiculturalism, Identity and Difference; Trauma: critical and clinical explorations</td>
</tr>
<tr>
<td>Key theories and methods commonly deployed in the wider study of society</td>
<td></td>
</tr>
<tr>
<td><strong>A4</strong></td>
<td>The Individual in Society and Culture; Psychoanalytic Culture and Society; Mind Projections: Psychopathology &amp; Cinema; Dissertation; Religion, Belief</td>
</tr>
<tr>
<td><strong>Cognitive and Thinking Skills</strong></td>
<td><strong>Taught by the following modules</strong></td>
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<tr>
<td><strong>B1</strong></td>
<td>The ability to apply knowledge, understanding and cognitive skills to make reasoned arguments</td>
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<tr>
<td></td>
<td>Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; The Individual in Society and Culture; Independent Learning Strategies and Skills; Professional Frameworks in Therapeutic Practice; Research Methods; Pathologies of the Modern Self; Psychoanalytic Culture and Society; Mind Projections; Psychopathology &amp; Cinema; Freud's Legacy; Dissertation; Religion, Belief and Spirituality in Professional Practice; Multiculturalism, Identity and Difference; A Critical Introduction to Art Psychotherapy I: Theories and Practice ; A Critical Introduction to Art Psychotherapy II: Experiential Group Learning; Dance Movement Therapy Foundation; Cognitive Behaviour Therapy; Introduction to Art, Play and Dramatherapy; Trauma: critical and clinical explorations</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>The ability to synthesise information from a variety of primary and secondary sources</td>
</tr>
<tr>
<td></td>
<td>Independent Learning Strategies and Skills; Research Methods; Counselling Skills; Dissertation; Fieldwork Practice</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>The ability to report and compare different, and sometimes conflicting, arguments</td>
</tr>
<tr>
<td></td>
<td>All modules</td>
</tr>
<tr>
<td><strong>B4</strong></td>
<td>The ability to be open-minded and form independent judgements</td>
</tr>
<tr>
<td></td>
<td>All modules except Research Methods</td>
</tr>
<tr>
<td><strong>B5</strong></td>
<td>The ability to reflect on your own intellectual development</td>
</tr>
<tr>
<td></td>
<td>All modules except Research Methods</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Subject Specific Skills and Professional Behaviours and Attitudes</strong></th>
<th><strong>Taught by the following modules</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong></td>
<td>Your ability to relate the theories and practices of counselling and psychotherapy to their contexts of social and cultural production</td>
</tr>
<tr>
<td></td>
<td>All modules except Research Methods</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>Your ability to observe, listen and interact effectively with others, particularly in a group setting</td>
</tr>
<tr>
<td></td>
<td>Independent Learning Strategies and Skills; Counselling Skills; A Critical Introduction to Art Psychotherapy I: Theories and Practice ; A Critical Introduction to Art Psychotherapy II: Experiential Group Learning; Dance Movement Therapy Foundation; Cognitive Behaviour Therapy; Fieldwork Practice; Introduction to Art, Play and Dramatherapy</td>
</tr>
</tbody>
</table>
C3  Your ability to apply your enhanced literacy and communication skills in a range of contexts (for example, in essays and group presentations)  All modules

C4  Your development of the research skills requisite to the award of the degree  Independent Learning Strategies and Skills; Research Methods; Dissertation

Transferable Skills  Taught by the following modules
D1  Your ability to plan and organise work and meet deadlines  All modules
D2  Your ability to present sustained and persuasive written and oral arguments cogently and coherently.  All modules
D3  Your presentation skills by means of essays, group presentations and other media.  All modules
D4  Your ability to articulate ideas in rational, evaluative and creative ways.  All modules except Research Methods
D5  Your skills in critical reasoning.  All modules except Research Methods
D6  Your ability to work with, and in relation to, others.  All modules except Research Methods

How you will learn

The BA (Hons) Psychosocial Studies is taught by an expert team of counsellors, therapists and academics from STaCS and provides a variety of innovative and complementary teaching and learning methods and strategies which are focused on developing your knowledge and understanding of psychosocial studies and therapeutic cultures. The various teaching and learning methods employed include formal lectures, small group work, experiential exercises, formative and summative coursework assignments, oral presentations and a research project in year 3. The aim of employing a range of learning activities throughout the programme is to enable you to achieve a synthesis of academic knowledge and applied skills and competencies.

You will also be expected to regularly undertake a great deal of independent study, including reading and research, and the importance of interactive learning, as well as independent and learner-managed learning, is emphasized. You are supported in achieving an effective approach to this in the Level 4 Independent Learning Strategies and Skills module in year 1.

The Level 4 modules in year 1 establish the foundation of the programme and are taught through lectures, seminars and small group work. A variety of lecturing styles are employed, from instructional lectures in which you will have the opportunity to ask questions and engage in debate, to more participatory approaches that combine shorter lecture periods with the use of audio-visual material and in-class discussions and exercises. All modules develop skills identified in the section above, although with different emphases.

In year 2 and 3 of the programme you have the opportunity to choose a number of optional modules (a total of 60 credits), which enable you to explore more specialist areas in psychosocial studies and therapeutic cultures and personalise the curriculum to your specific needs and interests. Moreover, in year 3 of the programme, you have the opportunity to advance your specialist interests by choosing optional modules which will enable you to develop a more advanced understanding of increasing depth in terms of your particular interests.

Modules at levels 5 and 6 develop the various strands of the programme articulated at Level 4 and lead to specialisation at Level 6. They employ similar teaching formats but may also include diverse group work methods, workshop activities and practice related experiential exercises that are designed to extend your knowledge and understanding of lecture themes and also develop practice related skills. Examples of these more experiential modules include Counselling Skills and Introduction to Art, Play and
Dramatherapy (year 2 options), A Critical Introduction to Art Psychotherapy II: Experiential Group Learning, Dance Movement Psychotherapy Foundation and Field work Practice (year 3 options) modules.

The Level 5 core Research Methods module (year 2) allows you to explore the methods and techniques that you will require in order to undertake the Dissertation in year 3 (Level 6). You will receive one-to-one dissertation supervision and guidance during office hours in year 3, in addition to dedicated dissertation workshops designed to support you in the completion of your project.

You will be supported by a class tutorial system, which handles induction, monitors and supports your academic progress, and tracks your intellectual development as you progress through the degree. You also be assigned a personal tutor, who you will meet with to monitor your progress and address any problems or additional support that you may require to achieve success in your studies.

How you will be assessed

Learning outcomes appropriate to each module and to the programme as a whole are assessed by a range of methods. Although some modules may have formative coursework – work, which, although not formally examined, must be completed - you will be provided with detailed feedback on all work undertaken.

Summative assessment (work that is formally examined) includes a portfolio of assignments such as essays, oral presentations, in-class evaluations of skills, reflective self-evaluation assessments, 2-hour (unseen) written examinations and prior disclosure examination papers (take home essay papers).
In the year 2 Research Methods module you will take a practical test, produce a small report and a proposal for your Dissertation, an empirical project that you execute in year 3.

Specific details of the coursework requirements for each module can be found on pages 11 to 13 of this programme specification.

The marking criteria for assignments across the modules comprising the degree focus on:
A) The extent to which the work demonstrates the achievement and understanding of the relevant module learning outcomes
B) The originality, ambition, relevance and scope of the work in addressing the question/issue
C) The structure and form of the work
D) The presentation of the work in terms of attention to clarity and consistency of expression

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
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</table>
| 80-100%    | I: First         | The work is exceptional in terms of:
|            | (Exceptional)    | 1. The theories and information that it includes
|            |                  | 2. The presentation
|            |                  | 3. The synthesis of ideas and information across the work
|            |                  | 4. Critical thinking
<p>|            |                  | Additional assignment-specific criteria may be provided by the module tutor.                                                                             |
| 70-79%     | I: First         | The work is excellent level of coverage of the topic, with references that go beyond those that were considered in the module. There is a clear narrator voice and the level of integration of arguments and synthesis of ideas is clearly evidenced across the work. The work is accurately referenced and reveals a genuine in depth understanding of the topic and an ability to process the information and apply it to other areas. The work reflects a critical understanding of the topic and its implications. |
|            | (Excellent)      |                                                                                                                                                          |</p>
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-69%</td>
<td>iii: Upper Second (Very good)</td>
<td>The topic is very well covered by relevant theory, the presentation is clear and the overall work is well structured and constructed. There is evidence of an in-depth understanding of the topic and there is a good link between evidence and arguments. The work is well referenced. Additional assignment-specific criteria may be provided by the module tutor.</td>
</tr>
</tbody>
</table>
| 50-59%     | iii: Lower Second (Good)     | The topic is fairly well covered with relevant theories and material and the presentation is clear. However, one or more of the following applies:
1. The arguments are clear and accurate but do not reflect in depth understanding or synthesis of information and knowledge.
2. The structure of the work may require some improvement.
3. There is a critical consideration, but it is not fully integrated into the core arguments.
4. The work does not flow in terms of presentation. Additional assignment-specific criteria may be provided by the module tutor. |
| 40-49%     | III: Third (Pass)             | The work addresses the topic by including a basic level/scope of relevant theories/material. Arguments are descriptive and/ or not fully developed. The work is relatively clearly presented but is not well structured. There is evidence for basic critical thinking. Additional assignment-specific criteria may be provided by the module tutor. |
| 25-39%     | Fail                       | The work includes some relevant material and an attempt to cover the topic, however, some/all of the following apply:
1. Significantly insufficient coverage of relevant theories
   a) Poorly constructed arguments
   b) No evidence of critical thinking
   c) Very poor presentation in terms of overall structure, academic referencing and/ or grammar
Additional assignment-specific criteria may be provided by the module tutor. |
| 10-24%     | Bad fail                   | The work does not include relevant material in relation to the specific topic, the arguments are irrelevant/very poorly constructed and/ or the presentation is very poor. Additional assignment-specific criteria may be provided by the module tutor. |
| 1-9%       | Very bad fail              | A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and must be re-sat). |
| 0%         | Non submission or plagiarised | A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment. |

How the programme is structured
Years 1, 2 and 3

This section of the specification describes the content of the modules comprising your programme of study. In the full-time mode of the degree, in Year 1, there are 5 compulsory modules at Level 4; in Year 2, there are 2 compulsory modules and a number of full and half options (total 60 credits) at Level 5. Finally, in Year 3, there are 2 compulsory modules and a number of full and half options (total 60 credits) at Level 6. If you are undertaking the part-time mode, there are 2/3 compulsory modules in each of years 1, 2, 3 and 5; in years 4 and 6, you undertake 1 compulsory module and 1 full or 2 half options.

Level 4/Year 1

In the first year you undertake 1 core module, 2 compulsory modules, each to the value of 30 credits, and 2 compulsory modules each to the value of 15 credits (3 x 30+2 x 15 = 120 credits at Level 4).

Module 1 - Contemporary Approaches to the Theories and Practices of Psychotherapy and Counselling (core) introduces the core theoretical principles of contemporary theory and practice of psychotherapy and counselling, which have changed markedly in the past thirty years. During this time, many forces have converged, leading to major alterations in the therapeutic landscape. The scope of the module encompasses history, theory, practice, trends and research in psychotherapy and counselling at the beginning of the twenty-first century. Like every human practice or set of beliefs, psychotherapy has its own particular historical context forged by major traditions in the field such as psychoanalytic, cognitive-behavioural, humanistic and existential. At the same time, therapeutic cultures will be placed within a critical socio-political and philosophical context, considering Foucault, Feminist and intercultural critiques.

Module 2 - Theories of Individual Development (compulsory) addresses human development across the life-span. The individual is not a static entity but subject to changes which occur from infancy to old age and experiences which affect later development. These changes apply to different domains of human development that will be explored, for example biological, cognitive, emotional, moral, psychoanalytic and social. Growing older is a process marked by important transitions, transformations and milestones in the individual's life, while different phases of the lifespan make different psychological demands on the individual. This module investigates the nature of those psychological demands and the way individuals respond to them, taking into consideration research conducted in the field.

Module 3 - The Individual in Society and Culture (compulsory) involves an interdisciplinary exploration of sociological, anthropological and psychological approaches to issues impacting the individual in society. Beyond a familiarity with basic approaches in sociology and anthropology, key concepts such as family, relationships, the self, conformity, race, gender and identity, will be explored through the three disciplines.

Module 4 - Independent Learning Strategies and Skills (compulsory) develops the fundamental study skills required for undergraduate level study in social sciences in the context of multidisciplinarity, plurality and critical thinking. Through interactive teaching methods the module is specifically aimed to improve:

1. Written and verbal communication skills, including presentation skills
2. The ability to conduct independent learning
3. Academic writing and referencing
4. Literature searching skills and familiarity with relevant academic databases as well as the use of appropriate academic resources
5. Critical reflection and self-reflection

Module 5 - Professional Frameworks in Therapeutic Practice (compulsory) focuses on wide-ranging concerns and controversies informing therapeutic culture(s) today, including state regulation of the ‘psychological therapies’; issues associated with the concept of the ‘therapeutic relationship’; codes of ethics governing therapeutic cultures and issues of difference and diversity are also considered.
In the second year of study you undertake take 1 core module, 1 compulsory module, one full option of 30 credits and 2 half options, or four half options each to the value of 15 credits.

Module 6 - Research Methods (Core) addresses the issue of research within the therapeutic context. It mainly focuses on practical aspects of conducting a research project in the field, such as planning a project and gathering and analysing data, but also touches upon issues such as epistemology, ethics in research, and critical evaluation. Teaching relates to both quantitative and qualitative methodologies and will thus include quantitative and qualitative data analysis tools and methods.

Module 7 - Pathologies of the Modern Self (compulsory) encourages students to reflect critically on the notions of the ‘normal’ and the ‘pathological’ and introduces a range of critical questions: what does it mean to ‘have a self’? How has the notion of the ‘normal’ arisen? How are we to understand the changes in diagnostic classifications, which have occurred over the last 40 years or so? What kinds of ‘selves’ do counselling and therapy promote? In revisiting critically the notion of the ‘modern self’ within the context of late modernity (late capitalism, urbanism, surveillance society) and post-Enlightenment thinking(s), the module invites students to develop a psychosocial understanding of modern individual pathologies and societal pathologies that combines the social, the political and the personal in new ways. The module questions the modern division of ‘mental health’ and ‘mental illness’ and encourages a critical inquiry towards the increasing medicalization of mental distress and emotional suffering as well as the growing psychologisation of modern subjectivity.

Module 8 - Psychoanalytic Culture and Society (the Modern) (half option) focuses on the emergence of psychoanalysis and how this has influenced ways of theorising and historicising the arts. A major aim of the module is to explore the juncture in the history of therapeutic theories and practice wherein the concerns of Freudian psychoanalysis with sexuality and the unconscious became articulated with expressionism, the abstract, and the surreal, as well as examining these in postmodern approaches beyond 1930.

Module 9 - Mind Projections: Psychopathology & Cinema (half option): cinema has the unique visual capacity and the power to communicate something about the complexity of human emotions and offers a different insight into the human psyche and the workings of the unconscious. Far from merely representing reality, film questions reality and common perception and produces through visual means a new thinking and understanding of the subjective experience of mental distress, emotional suffering and symptoms. The art of cinema can thus offer a new language (different from psychiatry and psychology) to think and talk about madness, insanity and psychopathology. In this module students will explore the links between films and psychoanalysis and will study a series of films that portray different forms of mental distress (i.e. anxiety, depression, schizophrenia, narcissistic personality disorder). Students will be encouraged to think critically and respond creatively to some of the following questions: how can cinema affect our understanding of ‘mental illness’? Does cinematic language provide an alternative to an increasing medicalised understanding and definition of mental and emotional distress and anguish? How can the cinematic image produce meaning and its own thinking on human psyche and human emotions?

Module 10 - Introduction to Art, Play and Dramatherapy (half option) will enable students to develop an introductory understanding of Art Therapy, Dramatherapy and Play Therapy and their application in the mental health field. Students will be encouraged to learn and reflect on the group experience and the experiential and therapeutic aspects of play and dynamic communication in group settings (e.g. group therapy, experiential groups, organisational work groups).

Module 11 - Counselling Skills (full option) is designed to provide an intensive practice-based training in counselling skills, building on the theoretical knowledge that was acquired throughout year 1 and year 2 on the programme. Students will study key theoretical concepts which inform counselling practice, and through structured exercises will develop core listening and other basic skills required for the counselling
and therapies professions. The skills acquired will enhance student’s employability in disciplines allied to
counselling as well as opening the door to those wishing to continue to a postgraduate counselling
training, in particular Goldsmiths’ Postgraduate Diploma and MA in Counselling.

Module 12 - Cognitive Behavioural Therapy (half option) addresses the claims and methods of Cognitive
Behavioural Therapy in relation to resolving issues of personal distress. This will enable you to
understand the theories that underpin the practice of CBT; how CBT has developed; how research and
practice articulates with the current social, political and economic contexts of mental health care.

Level 6/Year 3
In the third year of the degree you will undertake 2 compulsory modules, and optional modules to a total
value of 60 credits.

Module 13 - Dissertation (compulsory) builds on the knowledge and skills developed in years 1 and 2,
but emphasises research and independent learning. It allows you to develop your particular interests
through a research-based investigation of a topic. This can be theoretical but it can also include a
practical exploration achieved through dissertation at a health, social or third sector organisation, linked
to your third year option.

Module 14 - Freud’s Legacy (compulsory) addresses recent writing from the psychoanalytic orientation to
counselling and psychotherapy. The turn to a ‘relational’ understanding of therapeutic practice forms one
focus of your study; debates concerning the psychic processes of transference, counter-transference
and projective identification, another. How this has been developed by Freud’s followers, specifically in
relation to social, cultural and political discourses, is also explored.

Module 15 - Religion, Belief and Spirituality in Professional Practice (half option)
This is an interdisciplinary module which explores the links between religion, belief, and spirituality and
professional practice. Western societies are increasingly religiously diverse, and law and guidance
require engagement with the religion and belief identities of service users. Yet public discourse and
professional training has been dominated by post-religious assumptions which impede a good quality of
conversation and debate. Instead discourse has revolved around risks, controversies and crises poses
by religion and belief, usually associated with sex, gender, money and violence. This module explores
these discourses as starting points for practice with religiously diverse publics. It considers points of
connection and disconnection between them, and practice settings providing services in physical and
mental health, social work and social care, and community and youth work settings. The module will
introduce multi-professional perspectives, while also allowing students to delve deeper in to their own
professional frameworks and paradigms in profession-specific seminars.

Module 16 - A Critical Introduction to Art Psychotherapy I: Theories and Practice (half option)  will offer
a comprehensive and critical overview of the main theories and approaches that characterise the
diverse field and practice of art psychotherapy, its historical roots, development and its present in view
of the rapidly changing art therapy world of the 21st century. The module will be taught within a critical
framework that will incorporate insights from feminist, cultural and gender theory. The module will be of
interest to those who wish to learn about the profession and who may be interested in going on to train
as art psychotherapists.

Module 17 - A Critical Introduction to Art Psychotherapy II: Experiential Group Learning (half option) will
develop an understanding of art psychotherapy through an immersive and reflexive experiential learning
process. Students will participate in an experiential art therapy group, where learning is through doing in
an ‘as if’ experience of the therapeutic process. This is to facilitate development of insight into the self
and others; and the dynamic interaction between art making, communication and group processes within
a boundaried frame. Awareness of working with differences related to race, culture, class and gender will
be developed and explored.
Module 18- Dance Movement Psychotherapy Foundation (full option) gives a practical and theoretical overview of the theory and practice of Dance Movement Psychotherapy in the UK. It will describe how it developed from the work of dancers and dance/ movement teachers and has now developed into a recognised profession that is regulated by the Health and Care Professions Council. It will include exploration of clinical practice with a variety of client populations that describe the nature of the profession. It will include a practical element, namely an experiential Dance Movement Psychotherapy group where learning is through doing in an ‘as if’ experience of the DMP process.

Module 19 - Multiculturalism, Identity and Difference (half option) revisits the tensions between identity and difference, individual - community, and introduces students to major theoretical and political debates around citizenship rights, politics of race, sexuality/gender and multiculturalism throughout the 20th century (civil rights movements of the 60s and 70s) and 21st century (Islamophobia and war on terrorism, the veil debate, politics of forgiveness and cultural trauma). The module will depart by reviewing critical reflections on universalist human rights discourses.

Module 20 – Fieldwork Practice (full option) aims to introduce students to the varied range of organisations, agencies and services relevant to Counselling and Therapies. This will allow students to learn about counselling and therapies practices in the wider community through personal engagement. Students will also learn about working within an organisation and will engage in issues of ethical conduct and confidentiality.

Module 21 - Trauma: critical and clinical explorations (half option) aims to introduce students to some key clinical and theoretical literature on psychic trauma and to offer a critical look at what existing literature and the new approaches of a variety of clinical and theoretical disciplines bring to the understanding of traumatic experience. More specifically, in this module students will familiarise themselves with: psychoanalytic literature on trauma (Freud, Ferenczi, Lacan); recent theories on PTSD; theories of resilience and post-traumatic growth; literature on transgenerational and across cultures trauma; the politics of memory and cultural healing through story-telling and narratives. By drawing on specific examples of cultural & political trauma as well as on individual clinical cases the module will offer a context for an in-depth understanding of individual and collective experiences of trauma.

The programme may be studied part time. The possible part-time routes are shown in the Programme-specific Rules and Facts section below:

Academic Year of Study 1 Full-time pathway

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Approaches to the Theory and Practice of Psychotherapy and Counselling</td>
<td>CU51036C</td>
<td>30</td>
<td>4</td>
<td>Core</td>
<td>1-2</td>
</tr>
<tr>
<td>Theories of Individual Development</td>
<td>CU51037C</td>
<td>30</td>
<td>4</td>
<td>Compulsory</td>
<td>1-2</td>
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<tr>
<td>The Individual in Society and Culture</td>
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<td>4</td>
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<tr>
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<td>4</td>
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<td>Professional Frameworks in Therapeutic Practice</td>
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Academic Year of Study 2 Full-time pathway

<table>
<thead>
<tr>
<th>Module Title</th>
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<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
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<tr>
<td>Pathologies of the Modern Self</td>
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Academic Year of Study 3 Full-time pathway

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<thead>
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<th>Module Title</th>
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<th>Level</th>
<th>Module Status</th>
<th>Term</th>
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<tr>
<td>The Political Significance of Freud’s Legacy</td>
<td>CU53024B</td>
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<tr>
<td>Dissertation</td>
<td>CU53026B</td>
<td>30</td>
<td>6</td>
<td>Compulsory</td>
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</tr>
<tr>
<td>Modules to the value of 60 CATS from the following list (subject to having passed the appropriate pre-requisite modules)</td>
<td></td>
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<tr>
<td>Trauma: critical and clinical explorations</td>
<td>CU53041A</td>
<td>15</td>
<td>6</td>
<td>Optional</td>
<td>2</td>
</tr>
<tr>
<td>Fieldwork Practice</td>
<td>CU53030A</td>
<td>30</td>
<td>6</td>
<td>Optional</td>
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</tr>
<tr>
<td>Multiculturalism, Identity and Difference</td>
<td>CU53033B</td>
<td>15</td>
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<tr>
<td>A Critical Introduction to Art Psychotherapy I: Theories and Practice</td>
<td>CU53042A</td>
<td>15</td>
<td>6</td>
<td>Optional</td>
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<tr>
<td>A Critical Introduction to Art Psychotherapy II: Experiential Group Learning</td>
<td>CU53043A</td>
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<td>2</td>
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<td>Cognitive Behavioural Therapy</td>
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<td>Religion, Belief and Spirituality in Professional Practice</td>
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<td>Dance Movement Psychotherapy Foundation</td>
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</table>

Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department has overall responsibility for student progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a programme of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way
progress, attendance, essay/coursework/assessment marks can be reviewed and an informed
discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have
access to programme handbooks, programme information and support related information and guidance.
Timetables are sent in advance of the start of term so that students can begin to manage their
preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged
to complement with intensive reading for presentation and discussion with peers at seminars.
Coursework essays build on lectures and seminars so students are encouraged to attend all taught
sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and
formative feedback with module tutors/leads is provided to endure that students' work is on the right
track. Feedback comes in many forms and not only as a result of written comments on a marked essay.
Students are given feedback on developing projects and practice as they attend workshops and
placements.

A peer assisted learning (PAL) scheme is in place so that first year students have the opportunity to link
with a second year student who can offer support and their experience on a range of academic related
issues. This support is department based so students have a common understanding of subject based
knowledge.

Students may be referred to specialist student services by department staff or they may access support
services independently. Information about support services is clearly provided on the College Website
and as new students join Goldsmiths through new starter information and induction/Welcome Week.
Any support recommendations that are made are agreed with the student and communicated to the
department so that adjustments to learning & teaching are able to be implemented at a department level
and students can be reassured that arrangements are in place. Opportunities are provided for students
to review their support arrangements should their circumstances change. The Inclusion & Learning
Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service and the Academic Success Centre provide central support for skills enhancement
and run the Gold Award Scheme and other co-curricular activities that can be accredited via the higher
education achievement award (HEAR)

Links with employers, placement opportunities and career prospects

This programme will equip you with the broad range of complex skills and attributes increasingly required
by employers, irrespective of whether you decide to proceed to a clinical training in some area of
psychotherapy and counselling (e.g., Art Psychotherapy).

OUR GRADUATES

Students graduating from the BA (Hons) Psychosocial Studies move on to a range of careers and
employment areas including the public and voluntary/third sector in the areas of mental health, social
care and education. Many of our graduates do continue to postgraduate degrees in therapies,
counselling and education (PGCE), however our graduates could also pursue careers in other caring
professions such as social work. In addition, the literacy, numeracy, communication and practical skills
acquired by Psychosocial Studies students are very marketable in other employment fields such as
human resources/personnel management.

WORK EXPERIENCE/PLACEMENT OPPORTUNITIES ON THE BA PSYCHOSOCIAL STUDIES

Goldsmiths
As a department, STaCS has very strong links with therapeutic and community organisations. For example, The Centre for Community Engagement Research (CCER) builds on STaCS’ expertise and knowledge in community engagement, emphasizing co-production and ‘making a difference’ by rooting research in processes of community engagement. BA Psychosocial Studies students will have the opportunity to liaise with the CCER for their Dissertation.

In addition, students on the BA Psychosocial Studies have an opportunity to gain practical experience in a placement as part of the Field work Practice optional module in Year 3. This module involves gaining 80 hours of voluntary work experience within a voluntary or other organisation that is linked to the areas of mental health/counselling/therapy/community work. This experience introduces students to the varied range of organisations, agencies and services relevant to counselling and therapies, allowing students to learn about counselling and therapies practices in the wider community through personal engagement. Students also learn about working within an organisation and will engage in issues of ethical conduct and confidentiality while developing their ability to work as part of a team.

CAREER PLANNING AND SUPPORT

Students are advised to think about careers early on in the programme and the Independent Learning Strategies and Skills module in year 1 introduces the concept of the HEAR (Higher Education Achievement Report), a scheme by which students are encouraged to develop and record their co-curricular achievements - a way of developing a personal development portfolio throughout their time on the BA Psychosocial Studies at Goldsmiths. As such, students are actively encouraged to build their CV throughout the three years of the programme and seek out opportunities for relevant work and professional/voluntary work placements during their studies. Programme staff are very active in assisting students in identifying useful placement/voluntary work and actively support applications in terms of providing timely references and discussing career options within the group tutorial provision across all three years of the programme. In this way, students are supported and encouraged to become active, reflective and self-managed learners who can progressively take responsibility for their development while on the programme. In addition, appropriate external placement opportunities that come to the attention of the department are regularly advertised via the Virtual learning Environment (VLE: learn.gold). Furthermore, the programme liaises actively with the Goldsmiths Careers Service and organises regular Careers Sessions with the Senior Careers Consultant responsible for the STaCS department.

SKILLS YOU WILL ACQUIRE

The programme will enable you to develop the following skills across the whole curriculum which provide a good foundation for a number of career paths and are very marketable in terms of employability:

Academic skills, including:

Enhanced skills in literacy, writing and communication, including oral communication skills, the ability to develop and present sustained and persuasive reasoned arguments (both written and oral), presentation skills, note taking and report writing

The ability to observe, listen and interact effectively with others, particularly in a group setting. The ability to work with, and in relation to, others from diverse backgrounds

Planning, organisation, time management skills, including the ability to work on your own initiative and meet deadlines thus evidencing personal effectiveness

Research skills including information gathering and retrieval and the ability to synthesise information from a variety of primary and secondary sources
The ability to plan, design, manage and complete an independent project

Analytical thinking, critical reasoning and problem solving including the ability to be open-minded and form independent judgements

An awareness of social, political and cultural processes and an awareness of social and cultural difference

An understanding of professional therapeutic culture and practices

'Soft' transferable skills, including the ability to reflect on your own intellectual development, imagination, creativity, the willingness to take risks, and – where necessary – the ability to engage in constructive, informed and critical challenges to orthodoxy and the ability to think ‘outside the box’

The requirements of a Goldsmiths degree

Undergraduate degrees have a total value of 360 credits. They are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications.

Year 1 = Level 4
Year 2 = Level 5
Year 3 = Level 6

Modules:
Modules are defined as:
“Optional” – which can be chosen from a group of modules
“Compulsory” – which must be taken as part of the degree
“Core” – which must be taken as part of the degree and passed with a mark of at least 40%.

Progression:
Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students normally must pass new modules to a minimum value of 45 credits before proceeding to the next year. In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree:
In order to graduate with a classified degree, students must successfully complete modules to the value of 360 credits. However if a module which has not been defined as “core” has been failed with a mark of 35-39% and all three permitted attempts have been used, this module may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above.
No more than 60 credits may be compensated this way across a programme and no more than 30 at any one level.

Classification:
Final degree classification will be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively

Degrees are awarded with the following classifications:
First Class – 70%+
Upper Second – 60-69%
Lower Second – 50-59%
Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree.

Intermediate Exit Points:
Some programmes incorporate intermediate exit points of Certificate of Higher Education and Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 (120 of which at level 5) credits respectively. The awards are made without classification.

The above information is intended as a guide. For further information, please refer to the Regulations for Undergraduate Students, which may be found here: http://www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

The programme may be studied part time. The possible part-time routes are shown below:

**Four Year Part Time Pathway:**

*Year 1*
- Theories of Individual Development (30 credits)
- The Individual in Society and Culture (30 credits)
- Independent Learning Strategies and Skills (15 credits)
- Professional Frameworks in Therapeutic Practice (15 credits)

*Year 2*
- Contemporary Approaches to the Theory and Practice of Psychotherapy and Counselling (30 credits)
- Research Methods (30 credits)

Plus 2 options from (total 30):
- Mind Projections: Psychopathology & Cinema (15 credits)
- Psychoanalysis and Culture (15 credits)
- Introduction to Art, Play and Dramatherapy (15 credits)

*Year 3*
- Pathologies of the Modern Self (30 credits)
- The Political Significance of Freud's Legacy (30 credits)

Plus 1 option from:
- Counselling skills (30 credits)
- Cognitive Behavioural Therapy (15 credits)

*Year 4*
- Dissertation (30 credits)

Plus 2-4 options (total 60) from:
- Multiculturalism, Identity and Difference (15 credits)
- A Critical Introduction to Art Psychotherapy I: Theories and Practice (15 credits)
- A Critical Introduction to Art Psychotherapy II: Experiential Group Learning (15 credits)
- Dance Movement Psychotherapy Foundation (30 credits)
- Religion, Belief and Spirituality in Professional Practice (15 credits)
- Trauma: critical and clinical explorations (15 credits)
Fieldwork Practice (30 credits)

**Five Year Part Time Pathway**

Year 1
Theories of Individual Development (30 credits) Independent Learning Strategies and Skills (15 credits)
Professional Frameworks in Therapeutic Practice (15 credits)

Year 2
The Individual in Society and Culture (30 credits)
Contemporary Approaches to the Theory and Practice of Psychotherapy and Counselling (30 credits)

Year 3
Research Methods (30 credits)

Plus 2 options (total of 30 credits) from:
Mind Projections: Psychopathology & Cinema (15 credits),
Psychoanalysis and Culture (15 credits)
Introduction to Art, Play and Dramatherapy (15 credits)
Trauma: critical and clinical explorations (15 credits)

Year 4
Pathologies of the Modern Self (30 credits)
The Political Significance of Freud's Legacy (30 credits)

Plus one option from:
Counselling skills (30 credits)
Cognitive Behaviour Therapy (30 credits)

Year 5
Dissertation (30 credits)

Plus 1-2 options (total 30 credits) from:
Multiculturalism, Identity and Difference (15 credits)
A Critical Introduction to Art Psychotherapy I: Theories and Practice (15 credits)
A Critical Introduction to Art Psychotherapy II: Experiential Group Learning (15 credits)
Dance Movement Psychotherapy Foundation (30 credits)
Religion, Belief and Spirituality in Professional Practice (15 credits)
Fieldwork Practice (30 credits)

**Six Year Part Time Pathway**

Year 1
Independent Learning Strategies and Skills (15 credits) Professional Frameworks in Therapeutic Practice
(15 credits) The Individual in Society and Culture (30 credits)

Year 2
Contemporary Approaches to the Theory and Practice of Psychotherapy and Counselling (30 credits)
Theories of Individual Development (30 credits)

Year 3
Research Methods (30 credits)

Plus 2 options (total 30) from:
Mind Projections: Psychopathology & Cinema (15 credits),
Psychoanalysis and Culture (15 credits)
Introduction to Art, Play and Dramatherapy (15 credits)
Year 4
Pathologies of the Modern Self (30 credits)

Plus 1-2 options (total 30) from:
Counselling Skills (30 credits)
Religion, Belief and Spirituality in Professional Practice (15 credits)
Multiculturalism, Identity and Difference (15 credits)
Trauma: critical and clinical explorations (15 credits)

Year 5
The Political Significance of Freud's Legacy (30 credits)

Plus 1-2 options (total 30) from:
A Critical Introduction to Art Psychotherapy I: Theories and Practice (15 credits)
A Critical Introduction to Art Psychotherapy II: Experiential Group Learning (15 credits)
Dance Movement Psychotherapy Foundation (30 credits)
Cognitive Behaviour Therapy (15 credits)
Fieldwork Practice (30 credits)

Year 6
Dissertation (30 credits)

Plus 1-2 options (total 30 credits) from:
A Critical Introduction to Art Psychotherapy I: Theories and Practice (15 credits)
A Critical Introduction to Art Psychotherapy II: Experiential Group Learning (15 credits)
Dance Movement Psychotherapy Foundation (30 credits)
Fieldwork Practice (30 credits)
Cognitive Behavioural Therapy (15 credits)

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).