

Programme Specification

Postgraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MA Art Psychotherapy
Name of Interim Award(s)	N/A
Duration of Study/Period of Registration	2 years full-time / 3 years part-time
UCAS Code(s)	N/A
HECoS Code(s)	(101320) Art Psychotherapy
QAA Benchmark Group	Counselling and Psychotherapy
FHEQ Level of Award	Level 7
Programme Accredited by	Health and Care Professions Council
Date Programme Specification last updated/approved	September 2019
Primary Department/Institute	Social, Therapeutic and Community Studies

Departments which will also be involved in teaching part of the programme
Not Applicable

Programme overview

This programme will provide you with a broad understanding of the theories and practices of art psychotherapy necessary for safe and effective clinical work.

Your learning is underpinned by the principles and practices of psychodynamic psychotherapy practised within the context of mental health care, and informed by contemporary art practice.

Via theoretical studies, clinical work and experiential learning you will integrate cognitive understanding and practical experience with a developing awareness of self and others. The nature of the therapeutic relationship between client, their art work, and the art therapist is explored, and you have the opportunity to put your learning into practice through two 60-day placements which are supervised and supported in depth.

You are encouraged to develop your own art practice and to situate your work in relationship to your development as a therapist, to contemporary art practice and to psychoanalytic theories. You must be in personal therapy and cover the cost of travel to placement throughout the programme.

Programme entry requirements

You would normally have a degree in the Visual Arts or another approved subject (such as psychology or art history), or a relevant professional qualification (such as CQSW or RMN). You are also required to have at least 1,500 hours experience of work in the health or social services or in education, and some experience either in experiential learning or personal therapy, all prior to application. Applicants who are not graduates in the visual arts are also required to demonstrate an ability to practice in the visual arts and a long-standing and active commitment to their own art practice.

Applicants whose first language is not English are required to have a minimum score of 7.0 in IELTS (International English Language Testing System) as administered by the British Council. You are also required to provide a Disclosure and Barring Service (DBS) check or equivalent Certificate of Conduct for international students.

Aims of the programme

This two-year full-time, three-year part-time programme aims to provide you with a wide understanding of the theories and practices of art psychotherapy that lead to the acquisition of the multiplicity of skills necessary for safe and effective clinical work with a variety of client populations.

The programme focuses on the processes of making and thinking about art within the context of a dynamically-based therapeutic relationship between client and art therapist. It is therefore underpinned by the principles and practices of psychodynamic psychotherapy practiced within the social, political and multicultural context of mental health care, and informed by contemporary art practice.

The programme's emphasis is therefore on the development of sophisticated clinical skills within a questioning and critical model of reflective practice.

What you will be expected to achieve

The programme's subject-specific learning outcomes have been devised in light of the Health and Care Profession Council's (HCPC) Standards of Proficiency for Arts Therapists and the QAA's Benchmark Statements for the Arts Therapies and in continuing consultation with placement supervisors and art psychotherapy educators.

Students successfully completing the MA in Art Psychotherapy will be able to

Knowledge and Understanding		Taught by the following modules
A1	demonstrate a well-developed knowledge and understanding of the social and political context of art psychotherapy clinical theory and practice, and the importance of working with difference, equality and diversity	All modules
A2	demonstrate a well-developed knowledge and understanding of art psychotherapy processes in small and large groups	Experiential Learning 1, Experiential Learning 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
A3	demonstrate a well-developed knowledge and understanding of the principles of art psychotherapy theory and practice	All modules
A4	demonstrate a well-developed knowledge and understanding of Psychodynamic Concepts	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
A5	demonstrate a well-developed knowledge and understanding of the work of other professionals	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2

Cognitive and Thinking Skills		Taught by the following modules
B1	confidently relate processes in experiential groups to theory	Experiential Learning 1, Experiential Learning 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
B2	demonstrate an in-depth understanding of organisational dynamics and political contexts	All modules
B3	link together the differing aspects of learning from different forums of: experiential learning, clinical practice, theoretical studies	Experiential Learning 1, Experiential Learning 2, Placement 1, Placement 2, Theory and Practice of Art

		Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
B4	understand the social and political context of art psychotherapy clinical work, including ideas related to difference, equality and diversity	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	demonstrate a well-developed understanding of the relationship between the art work of the individual and that of other group members	Experiential Learning 1, Experiential Learning 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
C2	demonstrate a well-developed awareness of the different possibilities for art resulting from the large group	Experiential Learning 1, Experiential Learning 2,
C3	demonstrate a well-developed sensitivity to issues of difference	All modules
C4	demonstrate a well-developed use of art as a tool for learning	All modules
C5	demonstrate a well-developed knowledge of what is involved in being a safe and effective practitioner	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
C6	demonstrate a well-developed ability to work in a multi- disciplinary team	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
C7	demonstrate a well-developed ability to present clinical work effectively	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
C8	demonstrate a well-developed ability to be open and reflective on clinical work	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
C9	demonstrate a well-developed ability to work with the dynamic processes of art psychotherapy	All modules
C10	demonstrate a well-developed ability to look critically at art	Experiential Learning 1, Experiential Learning 2, Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
C11	demonstrate a well-developed ability to successfully complete administrative duties appropriate to the placement	Placement 1, Placement 2

Transferable Skills		Taught by the following modules
D1	competently convey self-awareness	All modules
D2	competently demonstrate awareness of self and others	All modules
D3	take responsibility for their own learning	All modules
D4	demonstrate professional conduct	Experiential Learning 1, Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
D5	practice in a safe and professional way	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory

		and Practice of Art Psychotherapy 2
D6	reflect on relationships with clients, supervisors and other professionals	Experiential Learning 1, Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
D7	understand how racism, sexism and homophobia have impacted on clients, staff and the institutions in which we work	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
D8	practice in relation to institutional and administrative policies and procedures	Placement 1, Placement 2

How you will learn

The programme is delivered through lectures, seminars, experiential learning in small and large groups, small group supervision and clinical placements. This is supported by individual tutorials. There is a strong emphasis on participation and throughout the programme.

From the outset of the programme you will be guided to work independently. By means of small group supervision and tutorials your progress and individual learning needs will be monitored. Moreover, you will be encouraged to submit drafts of your Case Study and Final Clinical Report before submission; your supervisor will provide you with feedback on your drafts.

How you will be assessed

Methods of assessment comprise two short essays (Module Work Summaries), two Placement Portfolios, one Case Study and one Final Clinical Report.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	Mid-Module Case Study: The student has demonstrated an exceptional ability and outstanding evidence of knowledge and understanding of the clinical practice of art psychotherapy and the relationship of theory to practice. An exceptional ability to describe and discuss the organisational context of clinical work, to insightfully describe and analyse the process and content of therapy, including the art will be evident. There will be advanced understanding of the cultural, social, racial, and political context of art psychotherapy clinical practice. The student will have integrated theory with practice in a highly sophisticated manner and will have shown extensive related reading. It will be evident that the student has a highly developed understanding of the key principles of clinical practice and an excellent ability to implement them. There will be strong evidence of the potential to become a safe, effective and reflective practitioner. The work will be exceptionally well presented, organised and referenced. Coursework Summary: There is evidence of an impressive ability to link together the differing aspects of the module. The student will show excellent reflections on the relationship between theoretical ideas and their experience in groups. The student will show an ability to reflect on their experience of the large group and be able

		<p>to make incisive links between this and the relationship between the individual, art and the social and political context of art therapy. The student will be able to make profound reflections on their experience of the small art experiential art psychotherapy groups and relate this to their learning about art therapy. The art work will show the student making sophisticated use of art as a tool for learning. They will also be able to reflect meaningfully on the role and function of their art practice to an exceptional degree. There will be strong evidence of the student taking charge of their own learning process. The writing will be exceptionally well presented, clear and coherent in terms of form, style, referencing and content. The art work will be reproduced imaginatively and originally. Overall the work will show the student to be working at an outstanding level.</p> <p>Placement Portfolio: There is evidence of a highly sophisticated ability to reflect critically on relationships at placement, including the relationship with the placement supervisor, the multi-disciplinary team as well as with clients and to show an understanding of the work of other professionals. Typically this critique will show exceptional insight and impressive understanding of interpersonal dynamics. There will also be evidence of a deep awareness of the cultural, political, racial and organizational context of clinical work. Typically this will show evidence of supportive reading. The student will show a sophisticated ability to use art making as a means of reflecting on experiences at placement by typically exhibiting playfulness, experimentation, engagement with the media and an ability to relate the process and product to the placement experience. This work will be exceptionally well executed and presented. The student will be able to practice professionally in respect to writing clinical notes, writing letters to clients, making reports on clients and other professional duties appropriate to the placement. These will typically be written to a very professional standard.</p> <p>Final Clinical Report: The student has demonstrated an outstanding ability to explore their topic systemically and articulate their findings exceptionally well. The casework or topic will be eloquently described, clearly demonstrating the skills of a safe, effective and professional practitioner. There will be evidence of extensive reading and outstanding scholarship, showing a highly developed ability to search and critically appraise a literature relevant to the topic, case or client population. The Final Clinical Report will also demonstrate excellent knowledge and understanding of the literature and its relationship to practice that shows an advanced understanding of the principles of research and EBP. There will be excellent in-depth understanding of the influence of organisational, social, racial, political and cultural issues on art psychotherapy practice. The Final Clinical Report will</p>
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		demonstrate sophisticated reflexive thinking, insight and independent thought. It will be exceptionally well written and argued, clear and cogent. Presentation will be excellent. The work overall will be of an exceptionally high standard.
70-79%	Distinction	<p>Mid-Module Case Study: The student has demonstrated an excellent ability and advanced evidence of knowledge and understanding of the clinical practice of art psychotherapy and the relationship of theory to practice. There will be strong evidence of an ability to describe and discuss the organisational context of clinical work, to insightfully describe and analyse the process and content of therapy, including the art. The student will be able integrate theory with practice in a sophisticated way and there will be evidence of extensive related reading. There will be very good understanding of the cultural, social, racial and political context of art psychotherapy clinical practice. It will be evident that the student has a highly developed understanding of the key principles of clinical practice and an excellent ability to implement them. There will be strong evidence of the potential to become a safe, effective and reflective practitioner. The work will be particularly well presented, organised and referenced.</p> <p>Coursework Summary: There is evidence of a sound ability to link together the differing aspects of the module. The student will show excellent reflections on the relationship between theoretical ideas and their experience in groups. The student will show an ability to reflect on their experience of the large group and be able to make insightful links between this and the relationship between individual, art and the social and political context of art therapy. The student will be able to make sophisticated reflections on their experience of the small art experiential art psychotherapy groups and relate this to their learning about art therapy. The art work will show the student making very good use of art as a tool for learning. They will also be able to reflect on the role and function of their art practice to an excellent degree. There will be evidence of the student taking charge of their own learning process. The writing will be clear and coherent in terms of form, style, referencing and content. Overall the work will show the student to be working at an impressive level.</p> <p>Placement Portfolio: There is evidence of an advanced ability to reflect critically on relationships at placement, including the relationship with the placement supervisor, the multi-disciplinary team as well as with clients and to show an understanding of the work of other professionals. Typically this critique will be insightful and show a depth of understanding of interpersonal dynamics. There will also be sophisticated evidence of a deep awareness of the cultural, political, racial and organizational context of clinical work. The student will show a sophisticated use of art making as a means of reflecting on experiences at</p>

		<p>placement by typically exhibiting playfulness, experimentation, engagement with the media and an ability to relate the process and product to the placement experience. This work will be well executed and presented. The student will be able to practice professionally in respect to writing clinical notes, writing letters to clients, making reports on clients and other professional duties appropriate to the placement. These will typically be written to a high standard.</p> <p>Final Clinical Report: The student has demonstrated an advanced ability to explore their topic systemically and articulate their findings exceptionally well. The casework or topic will be eloquently described, clearly demonstrating the skills of a safe, effective and professional practitioner. There will be evidence of extensive reading and scholarship, showing an advanced ability to search and critically appraise a literature relevant to the topic, case or client population. The Final Clinical Report will also demonstrate excellent knowledge and understanding of the literature and its relationship to practice that shows an advanced understanding of the principles of research and EBP. There will be very good in- depth understanding of the influence of organisational, social, racial, political and cultural issues on art psychotherapy practice. The Final Clinical Report will demonstrate sophisticated reflexive thinking, insight and independent thought. It will be very well written and argued, clear and cogent. Presentation will be excellent.</p>
60-69%	Merit	<p>Mid-Module Case Study: The student has demonstrated a good knowledge and understanding of the clinical practice of art psychotherapy and the relationship of theory to practice. There will be more than sufficient evidence of an ability to describe and discuss the organisational context of clinical work; to succinctly describe and analyse the process and content of therapy, including the art; and to clearly integrate theory with practice and widely related reading. There will be good understanding of the cultural, social, racial and political context of art psychotherapy clinical practice. It will be evident that the student has a good understanding of the key principles of clinical practice and an ability to implement them. There will be good evidence of the potential to become a safe, effective and reflective practitioner. The work will be clearly presented, organised and referenced.</p> <p>Coursework Summary: There is evidence of a secure ability to link together the differing aspects of the module. The student will be able to reflect intelligently on their experience in small and large experiential groups. The student will show an ability to reflect on their experience of the large group and be making links between this and the relationship between individual, art and the social and political context of art therapy. The student will be able to reflect thoughtfully on their experience of the small art experiential art psychotherapy groups and relate this to</p>

		<p>their learning about art therapy. The art work will show the student making good use of art as a tool for learning. They will also be able to reflect well on the role and function of their art practice. There will be evidence of the student taking charge of their own learning process. The writing will be clear and coherent in terms of form, style, referencing and content. Overall the work will show the student to be competent.</p> <p>Placement Portfolio: There is evidence of an advanced ability to reflect critically on relationships at placement, including the relationship with the placement supervisor, the multi-disciplinary team as well as with clients and to show an understanding of the work of other professionals. This reflection will be of an above average standard. There will also be evidence of a sound awareness of the cultural, political, racial and organizational context of clinical work. The student will be able to use art making as a means of reflecting on experiences at placement by typically exhibiting playfulness, experimentation, engagement with the media and an ability to relate the process and product to the placement experience. The student will be able to practice professionally in respect to writing clinical notes, writing letters to clients, making reports on clients and other professional duties appropriate to the placement. These will typically be written to a good standard.</p> <p>Final Clinical Report: The student has demonstrated a good ability to explore their topic and communicated their findings well. The casework or topic will be well described and will demonstrate the skills of a safe, effective and professional practitioner. There will be evidence of wide reading and scholarship, showing a good ability to search and critically appraise a literature relevant to the topic, case or client population. The Final Clinical Report will demonstrate good knowledge and understanding of the literature and its relationship to practice that shows a clear understanding of the principles of research and EBP. There will be good in- depth understanding of the influence of organisational, social, racial, political and cultural issues on art psychotherapy practice. The Final Clinical Report will demonstrate good reflexive thinking. It will be clearly written and argued, focused and well presented.</p>
50-59%	Pass	<p>Mid-Module Case Study: There is adequate evidence of knowledge and understanding of the clinical practice of art psychotherapy and the relationship of theory to practice. There will be evidence of an ability to describe and discuss the organisational context of clinical work and to satisfactorily describe and analyse the process and content of therapy, including the art. There will be evidence of an ability to integrate theory with practice and of sufficient related reading. There will be satisfactory understanding of the cultural, social, racial and political context of art psychotherapy clinical practice. It will be evident that the student has an adequate understanding of the key</p>

		<p>principles of clinical practice and an ability to implement them. There will be satisfactory evidence of the potential to become a safe, effective and reflective practitioner. The work will be adequately presented, organised and referenced.</p> <p>Coursework Summary: There is evidence of a well-developed ability to link together the differing aspects of the module. The student will be able to make in- depth reflections on their experience in small and large experiential groups and be able to relate this to their learning about art therapy. The art work will show the student using art as a tool for learning. They will be able to reflect on the role and function of their art practice. There will be evidence of the student taking charge of their own learning process. The writing will be clear and coherent in terms of form, style, referencing and content.</p> <p>Placement Portfolio: There is evidence of a well-developed ability to think critically about relationships at placement, including the relationship with the placement supervisor, the multi-disciplinary team as well as with clients and to show an understanding of the work of other professionals. There will also be evidence of confident understanding of the cultural, political, racial and organizational context of clinical work. The student will be able to show a sophisticated use of art making as a means of reflecting on experiences at placement and will be able to relate both process and product to the placement experience. The student will be able to practice to a professional standard in respect to writing clinical notes, writing letters to clients, making reports on clients and other professional duties appropriate to the placement.</p> <p>Final Clinical Report: The student has explored their topic and communicated their findings satisfactorily. The casework or topic will be adequately described and there will be evidence of safe, effective and professional practice. There will be sufficient relevant reading that shows an ability to search the literature relevant to the topic, case or client population; the critical appraisal of it will be adequate rather than incisive. The Final Clinical Report will show well-developed knowledge and understanding of the literature and its relationship to practice, showing sufficient understanding of the principles of research and EBP. There will be adequate in-depth understanding of the influence of organisational, social, racial, political and cultural issues on art psychotherapy practice. The Final Clinical Report will demonstrate a well-developed capacity for reflexive thinking. It will be well enough written and adequately presented. The achievement overall will be uneven.</p>
30-49%	Fail	<p>Mid-Module Case Study: The student does not have sufficient knowledge and understanding of art psychotherapy clinical practice and of the relationship of theory to practice. The organisational context and the process and content of casework, including the art, may be confused and/or poorly described and inadequately</p>

		<p>discussed. There may be limited evidence of reading, unfocused comment and little discussion of theory and/or practice. There will be little evidence of an ability to explore and reflect on their own and the client's experiences. There will be very limited understanding of the cultural, social, racial and political context of art psychotherapy clinical practice. There will be limited understanding of the key principles of clinical practice and a lack of ability to put them into practice. The work may be poorly presented and organised and references may not be in the Harvard system.</p> <p>Coursework Summary - A 30% to 49% mark indicates a serious lack of ability to link together the differing aspects of the module. The student will have been unable to reflect on their experience in the large and small experiential groups. The art work will show that the student is not using art as a tool for learning. They may show no evidence of an ability to reflect on the role and function of their art practice. The student may not seem to be taking charge of their own learning process. The writing will most probably be unclear and incoherent in terms of form and style. The referencing will be inaccurate.</p> <p>Placement Portfolio - A mark of 30% - 49% is given where there is insufficient evidence of an ability to think critically about relationships at placement, including the relationship with the placement supervisor, the multi-disciplinary team as well as with clients and to show an understanding of the work of other professionals.</p> <p>Awareness of the cultural, political, racial and organizational context of clinical work may not be enough in evidence in the work. The student may not be able to demonstrate that they are able to make good use of art as a means of reflect on experiences at placement. They may not have related the process and product to the placement experience sufficiently well. The writing of clinical notes, letters to clients, reports on clients and other professional duties appropriate to the placement may not have been practised to a professional standard.</p> <p>Final Clinical Report - A mark of 30-49% indicates that the student has not explored their topic adequately, nor have they communicated their findings clearly. The casework or topic will not have been adequately described and there will not be evidence of safe, effective and professional practice. The student will not have demonstrated that they have searched and read the literature relevant to their case or topic and there may be a lack of understanding of the literature, its relationship to practice and of the principles of research and EBP. There will be inadequate understanding of the influence of organisational, social, racial, political and cultural issues on art psychotherapy practice. The Final Clinical Report will show little reflexive thinking. The work may be poorly organized and presented and there may be confusion, incoherence and unfocussed comment that show an inability to explore and debate the issues. The</p>
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		achievement overall will be poor.
10-29%	Bad fail	<p>Mid-Module Case Study - A mark of 10-29% indicates that the student has a very poor knowledge and understanding of art psychotherapy clinical practice and of the relationship of theory to practice. The organisational context and the process and content of casework, including the art, may be incoherent, poorly described and inadequately discussed. There may be very little evidence of reading, unfocused discussion of theory and/or practice and an inability to explore and reflect on their own and the client's experiences. There will be very poor understanding of the cultural, social, racial and political context of art psychotherapy clinical practice. There will be extremely limited understanding of the key principles of clinical practice and evidence of unsafe professional practice. The work may be poorly presented and badly organised and references may not be in the Harvard system. The achievement overall will be very poor and the work will clearly not be of MA standard.</p> <p>Coursework Summary - Represents a significant overall failure to achieve the appropriate learning outcomes.</p> <p>Placement Portfolio - A mark of 10% - 29% is given where there is no critical thinking about relationships at placement, including the relationship with the placement supervisor, the multi-disciplinary team as well as with clients and there is no evidence of an understanding of the work of other professionals. It is probable that an awareness of the cultural, political, racial and organizational context of clinical work is completely lacking in the work. The student may not be able to show that they can use art making as a means of reflecting on experiences at placement and will not have related the process and product to the placement experience sufficiently well. The writing of clinical notes, letters to clients, reports on clients and other professional duties appropriate to the placement will typically be completely inadequate.</p> <p>Final Clinical Report - A mark between 10% and 29% indicates a very poor exploration of the topic, and the findings will not be coherent. The casework or topic will have been poorly described and there will be clear evidence of unsafe professional practice. The student will not have demonstrated that they have searched and read the literature relevant to their case or topic and there will be a lack of understanding of the literature, its relationship to practice and of the principles of research and EBP. There will be very poor understanding of the influence of organisational, social, racial, political and cultural issues on art psychotherapy practice. The Final Clinical Report will show poor reflexive thinking. The work may be badly organized and presented and there may be confusion, incoherence and unfocussed comment that show an inability to explore and debate the issues. The achievement overall will be very poor. The work will clearly not be of MA</p>

		standard.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
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

Full-time students are in college for 2 days of study and on clinical placement for 2 days each week, for each year of study. At the end of year 1 full-time students complete part one of the programme and at the end of year 2 part two of the programme is completed and students graduate.

Part-time students are in college for 2 days each week in the first year. In the second year they are in college for 1 day each week and on clinical placement for two days. In the third year part-time students are in college for half a day and on clinical placement for 2 days each week. At the end of their second year of study they complete part one of the programme and at the end of their third year of study they complete part two of the programme and graduate.

Academic Year of Study 1 – Full-Time

Module Title	Module Code	Credits	Level	Module Status	Term
Theory & Practice of Art Psychotherapy 1 (Part 1 - Attendance)	PY71076A	0	7	Core	1,2,3
Clinical Placement 1(Part 1 - Attendance)	PY71075A	0	7	Core	1,2,3
Experiential Learning 1	PY71050B	30	7	Core	1,2,3
Clinical Placement 1 (Part 2 - Assessment)	PY71075B	45	7	Core	1,2,3
Theory & Practice of Art Psychotherapy 1 (Part 2 - Assessment)	PY71076B	45	7	Core	1,2,3

Academic Year of Study 2 – Full-Time

Module Title	Module Code	Credits	Level	Module Status	Term
Clinical Placement 2	PY71055C	45	7	Core	1,2,3
Experiential Learning 2 (Part 1 - Therapy Attendance)	PY71077A	0	7	Core	1,2,3
Theory & Practice of Art Psychotherapy 2 (Part 1 - Attendance)	PY71078A	0	7	Core	1,2,3
Experiential Learning 2 (Part 2 - Assessment)	PY71077B	15	7	Core	1,2,3
Theory & Practice of Art Psychotherapy 2 (Part 2 - Assessment)	PY71078B	60	7	Core	1,2,3

Academic Year of Study 1 – Part-Time

Module Title	Module Code	Credits	Level	Module Status	Term
Theory & Practice of Art Psychotherapy 1 (Part 1 -	PY71076A	0	7	Core	1,2,3

Attendance)					
Clinical Placement 1(Part 1 - Attendance)	PY71075A	0	7	Core	1,2,3
Experiential Learning 1	PY71050B	30	7	Core	1,2,3

Academic Year of Study 2 – Part -Time

Module Title	Module Code	Credits	Level	Module Status	Term
Experiential Learning 2 (Part 1 - Therapy Attendance)	PY71077A	0	7	Core	1,2,3
Theory & Practice of Art Psychotherapy 2 (Part 1 - Attendance)	PY71078A	0	7	Core	1,2,3
Clinical Placement 1 (Part 2 - Assessment)	PY71075B	45	7	Core	1,2,3
Theory & Practice of Art Psychotherapy 1 (Part 2 - Assessment)	PY71076B	45	7	Core	1,2,3

Academic Year of Study 3 – Part -Time

Module Title	Module Code	Credits	Level	Module Status	Term
Experiential Learning 2 (Part 2 - Assessment)	PY71077B	15	7	Core	1,2,3
Clinical Placement 1 (Part 2 - Assessment)	PY71075B	45	7	Core	1,2,3
Theory & Practice of Art Psychotherapy 2 (Part 2 - Assessment)	PY71078B	60	7	Core	1,2,3

Academic support

The Department of STaCS and all its constituent subject areas, including Art Psychotherapy, recognise the importance of supporting student learning with high quality teaching that is responsive to their individual and collective needs.

An appreciation of the pastoral role of the tutor, and the significance of the role of the clinical supervisor, informs all the teaching in Art Psychotherapy, especially in terms of supporting students in their clinical work with patients with serious mental health issues. In addition, you are required to be in personal therapy throughout the programme. This offers you ongoing support and an opportunity to learn about yourself. Assistance is given in locating a suitable therapist.

Programme and module information, a student handbook, as well as timetable details are sent to students in advance of the beginning of term. Specific information will be available on the VLE, at both a departmental level and through the VLE resources dedicated to this programme. Students are also expected to attend special induction meetings prior to the commencement of teaching, when they are offered further guidance regarding timetables and enrolment procedures.

All non-native speakers are strongly encouraged to attend sessions at the English Language Centre (ELC), who provide modules in English language and English for Academic purposes through tailor-made timetables of study skill sessions and in-session modules in collaboration with the programme. There is also tailor-made provision for those students who may be re-entering Higher Education after a period away -- or arriving to it for the first time -- which develops their critical and writing skills specifically

for the written assessments in the subject area. Students with dyslexia are equally encouraged to draw on the full resources of the ELC and of the Student Support Office. All non-native speakers are strongly encouraged to attend sessions at the ELC.

A variety of library resources and arrangements enhance learning. There is an adequate collection of journals and substantial and up-to-date texts in the College library. Heavily used texts are placed on reference and short-loan. Students are also encouraged to take advantage of the excellent library resources available through the University of London.

Students will be encouraged develop and maintain a Personal Development Plan (PDP) during the module of study. This PDP will record aspirations, plans and goals, record achievement against goals, and enable progress monitoring in order to achieve personal student aims. The module convenor will be available to discuss PDPs with students.

If students encounter difficulties at any time with their studies, the Programme Convenor and other module tutors can provide additional academic support whilst the Pastoral Tutor are available by appointment to discuss welfare-centred issues. The Department is taking advantage of and pursuing the College's Disability Awareness policies. Students with specific needs in this regard are considered on an individual basis. The programme makes strenuous efforts to ensure that its teaching spaces are wheelchair accessible. Other specific needs are considered and taken up on an individual basis. The College also actively supports students with specific learning difficulties (e.g. dyslexia), and provisions are made to ensure that all students, regardless of specific difficulty/disability, derive full benefit from the learning environment. In addition to specialist advice and assistance within the College, the programme ensures that module materials are suitable for all students and, where necessary, these are altered to meet the requirements of individual students. Where necessary, the location and length of examinations are individually tailored to ensure that no student is at a disadvantage as regards assessment.

The College also provides a range of other student support services. Details can be found on the College website (www.gold.ac.uk). Students have access to the College Library, Multi-Media, Audio-Visual Study resources and Computer Services and Language Resources and these provide a substantial means of supporting other aspects of your learning.

Postgraduate students also have access to a dedicated Postgraduate Resource Centre (Hatcham House) which houses a number of online resources and offers space for seminars and the informal exchange of ideas.

Links with employers, placement opportunities and career prospects

Most students are home/EU. Some come to the programme already employed in fields directly or indirectly related to art psychotherapy and part-time students may be supported by their employers to do the programme. It is therefore sometimes possible to re-frame the nature of existing work with existing employers as students' skills develop and they become art psychotherapists. Others apply for established positions as art therapists/art psychotherapists in the state-based services, develop work begun on their clinical placement through subsequent employment, or pioneer new positions and build up a portfolio of part time work in different locations. Overseas students return to their home country, often in the position of pioneers who have not only to create work but who also have to make a major contribution to the establishment of the profession in that country. A number of graduates return to Goldsmiths to continue their learning and continue with their studies thereafter as MPhil/PhD students.

Graduates are also supported by the alumni VLE on www.community.gold.ac.uk

The requirements of a Goldsmiths degree

Master's Degrees

All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points

Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification

There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Taught Programmes which may be found here: <http://www.gold.ac.uk/gam/taught-programmes/>.

Programme-specific rules and facts

General Programme Costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information here: <https://www.gold.ac.uk/programme-costs>.

Programme Specific Costs

Personal Therapy hours

Full and part time students are required to undertake weekly personal psychodynamic psychotherapy during the course of the programme. The cost of personal therapy is to be paid by the student to the therapist. Such cost can vary depending on location, availability and income, but you can expect to pay between £25.00 to £80.00 per therapy session.

Travel

Students will be attending placements and therapy sessions during the course of their programme. Travel costs are the responsibility of students.

Attendance

Students are expected to attend all sessions prescribed for their programme. Registers are maintained and checked for prescribed sessions delivered by Goldsmiths (e.g. seminars, tutorials etc). Students are required to contact the programme convenor in relation to any absence. The programme convenor will determine if such absences are authorised. Two non-notified or non-authorised absences in a row, or a module or termly base attendance rate falling below 80%, may result in the matter being referred to the Academic Progress Committee, the College's Fitness to Study process or Fitness to Practice process. This applies to both full and part time students. The College reserves the authority to take action in relation to unsatisfactory attendance, up to and including, withdrawal from Goldsmiths

Progression

Students should normally pass all elements of Part One before proceeding on to Part Two of the

programme. Part-time students on Year 1 may only progress to Year 2 of the part-time programme subject to passing Experiential Learning 1.

Students must demonstrate satisfactory competence in coursework, academic and professional clinical practice. Students who do not demonstrate satisfactory competence in coursework and academic assessments or professional clinical practice in Part One may either be required to undertake a further specified period of college attendance or supervised practice before progressing to Part Two of the programme. In this case, the student will be required to re-enrol as a student of Goldsmiths College and to pay an appropriate fee determined by the College, or be required to withdraw from the programme at the end of part one.

To be awarded the MA Art Psychotherapy a student must have successfully completed all modules and have their continual attendance in personal therapy confirmed in writing by their therapist. Students will not qualify for the award of the Masters if they have not been in personal therapy throughout the programme and whilst on placement.

If you do not successfully complete any module on the programme for any reason, and have to repeat 'in attendance' this will also incur additional fees.

In exceptional circumstances it may be necessary to dismiss students from the programme on the grounds of their unsuitability for training and fitness to practice. The grounds for this are as follows:

The student's behaviour:

- Is confirmed to be damaging or dangerous to other people who use services, other students or programme providers;
- Creates an unacceptable risk to themselves or others;
- Shows a serious failure to adhere to the HCPC's 'Standards of conduct, performance and ethics'.

If this behaviour occurs while on placement the following applies:

- In the case of a student enrolled on a programme of study which leads to an entitlement to practice as a member of a profession, conduct which might call into question his / her suitability to practice that profession.

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/>).