

BA (Hons) Psychosocial Studies

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: BA (Hons) Psychosocial Studies

Name of Interim Exit Award(s):

Certificate of Higher Education in Psychosocial Studies

Diploma of Higher Education in Psychosocial Studies

Duration of Programme: 3 years full-time; 4 or 6 years part-time

UCAS Code(s): BL93

HECoS Code(s): (100498) Social Psychology

QAA Benchmark Group:

Early Childhood Studies, Sociology, Politics, Psychology and History

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: December 2020

Home Department: Social, Therapeutic and Community Studies

Department(s) which will also be involved in teaching part of the programme:

Not applicable

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 marginalised 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

The Department of Social, Therapeutic and Community Studies (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 English isn't your first language, you will need an IELTS score (or equivalent English language qualification) of 6.0 with a 6.0 in writing and no element lower than 5.5 to study

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 psychology, sociology, anthropology, psychoanalysis, cultural studies and combines them critically and creatively.
2. To inform students' knowledge and understanding of therapeutic discourses by use of the kinds of inquiry made possible by sociology, anthropology and cultural studies.
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 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).
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 as well as basic knowledge and skill on CBT; 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 experientially based therapies modules 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 a Certificate in Higher Education in 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.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Key theories and methods characteristic of contemporary practice in psychotherapy and counselling.	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Professional Frameworks in Therapeutic Practice
A2	Historical and contemporary contexts of professional practices in psychotherapy and counselling.	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Professional Frameworks in Therapeutic Practice;
A3	Key theories and methods commonly deployed in the wider study of society	The Individual in Society and Culture;
A4	Key theories and methods used in the wider study of culture	The Individual in Society and Culture;

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The ability to apply knowledge, understanding and cognitive skills to make reasoned arguments	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; The Individual in Society and Culture; Independent Learning Strategies and Skills;

Code	Learning outcome	Taught by the following module(s)
		Professional Frameworks in Therapeutic Practice;
B2	The ability to synthesise information from a variety of primary and secondary sources	Independent Learning Strategies and Skills
B3	The ability to report and compare different, and sometimes conflicting, arguments	All modules
B4	The ability to be open-minded and form independent judgements	All modules except Research Methods
B5	The ability to reflect on your own intellectual development	All modules except Research Methods

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Your ability to relate the theories and practices of counselling and psychotherapy to their contexts of social and cultural production	All modules except Research Methods
C2	Your ability to observe, listen and interact effectively with others, particularly in a group setting	Independent Learning Strategies and Skills;
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

Transferable skills

Code	Learning outcome	Taught by the following module(s)
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

Code	Learning outcome	Taught by the following module(s)
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
D6	Your ability to work with, and in relation to, others.	All modules except Research Methods

On successful completion of a Diploma in Higher Education in 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.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Key theories and methods characteristic of contemporary practice in psychotherapy and counselling.	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Professional Frameworks in Therapeutic Practice; Research Methods; Counselling Skills; Cognitive Behaviour Therapy;
A2	Historical and contemporary contexts of professional practices in psychotherapy and counselling.	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Professional Frameworks in Therapeutic Practice; Counselling Skills; Cognitive Behaviour Therapy
A3	Key theories and methods commonly deployed in the wider study of society	The Individual in Society and Culture; Research Methods; Psychoanalytic Culture and Society; Mind Projections: Psychopathology & Cinema Pathologies of the Modern Self
A4	Key theories and methods used in the wider study of culture	The Individual in Society and Culture; Psychoanalytic Culture and Society; Mind Projections:

Code	Learning outcome	Taught by the following module(s)
		Psychopathology & Cinema; Pathologies of the Modern Self,

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The ability to apply knowledge, understanding and cognitive skills to make reasoned arguments	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 & Cinema; Cognitive Behaviour Therapy; Introduction to Art, Play and Dramatherapy.
B2	The ability to synthesise information from a variety of primary and secondary sources	Independent Learning Strategies and Skills; Research Methods; Counselling Skills
B3	The ability to report and compare different, and sometimes conflicting, arguments	All modules
B4	The ability to be open-minded and form independent judgements	All modules except Research Methods
B5	The ability to reflect on your own intellectual development	All modules except Research Methods

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Your ability to relate the theories and practices of counselling and psychotherapy to their contexts of social and cultural production	All modules except Research Methods

Code	Learning outcome	Taught by the following module(s)
C2	Your ability to observe, listen and interact effectively with others, particularly in a group setting	Independent Learning Strategies and Skills; Counselling Skills; Cognitive Behaviour Therapy; Introduction to Art, Play and Dramatherapy
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

Transferable skills

Code	Learning outcome	Taught by the following module(s)
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
D6	Your ability to work with, and in relation to, others.	All modules except Research Methods

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.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Key theories and methods characteristic of contemporary practice in psychotherapy and counselling.	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Professional Frameworks in Therapeutic Practice;

Code	Learning outcome	Taught by the following module(s)
		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
A2	Historical and contemporary contexts of professional practices in psychotherapy and counselling.	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
A3	Key theories and methods commonly deployed in the wider study of society	The Individual in Society and Culture; Research Methods; Psychoanalytic Culture and Society; Mind Projections: Psychopathology & Cinema; Dissertation; Religion, Belief and Spirituality in Professional Practice; Pathologies of the Modern Self; Multiculturalism, Identity and Difference; Trauma: critical and clinical explorations
A4	Key theories and methods used in the wider study of culture	The Individual in Society and Culture; Psychoanalytic Culture and Society; Mind Projections: Psychopathology &

Code	Learning outcome	Taught by the following module(s)
		Cinema; Dissertation; Religion, Belief and Spirituality in Professional Practice; Pathologies of the Modern Self, Multiculturalism, Identity; Trauma: critical and clinical explorations and Difference

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The ability to apply knowledge, understanding and cognitive skills to make reasoned arguments	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 & 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
B2	The ability to synthesise information from a variety of primary and secondary sources	Independent Learning Strategies and Skills; Research Methods; Counselling Skills; Dissertation; Fieldwork Practice

Code	Learning outcome	Taught by the following module(s)
B3	The ability to report and compare different, and sometimes conflicting, arguments	All modules
B4	The ability to be open-minded and form independent judgements	All modules except Research Methods
B5	The ability to reflect on your own intellectual development	All modules except Research Methods

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Your ability to relate the theories and practices of counselling and psychotherapy to their contexts of social and cultural production	All modules except Research Methods
C2	Your ability to observe, listen and interact effectively with others, particularly in a group setting	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
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

Code	Learning outcome	Taught by the following module(s)
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

Code	Learning outcome	Taught by the following module(s)
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
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 emphasised. 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 (Levels 5 and 6) you have the opportunity to choose a number of optional modules (a total of 60 credits each year), 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 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 will 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

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,
- prior disclosure examination papers (take home essay papers).

In the Research Methods Module (year 2) you will be required to take a practical test, produce a small report and a proposal for your Dissertation, an empirical project that you execute in year 3.

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
- E. Marking criteria

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>The work is exceptional in terms of:</p> <ul style="list-style-type: none"> • The theories and information that it includes • The presentation • The synthesis of ideas and information across the work • Critical thinking <p>Additional assignment-specific criteria may be provided by the module tutor</p>
70-79%	1st: First (Excellent)	<p>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.</p> <p>Additional assignment-specific criteria may be provided by the module tutor</p>
60-69%	2.1: Upper Second (Very good)	<p>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</p>

Mark	Descriptor	Specific Marking Criteria
		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
50-59%	2.2: 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: <ol style="list-style-type: none"> 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%	3rd: Third (Pass)	The work addresses the topic by including a basic level/scope of relevant theories/material. Arguments are descriptive and/ 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: <ol style="list-style-type: none"> 1. Significantly insufficient coverage of relevant theories 2. Poorly constructed arguments 3. No evidence of critical thinking 4. Very poor presentation in terms of overall structure, academic referencing and/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/ the presentation is very poor. Additional assignment-specific criteria may be provided by the module tutor

Mark	Descriptor	Specific Marking Criteria
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

Full-time mode

Academic year of study 1 In your first year of study there is **1 compulsory (non-compensatable)** and **4 compulsory** modules at Level 4 (120 credits):

Module Title	Module Code	Credits	Level	Module Status	Term
Contemporary Approaches to the Theory and Practice of Psychotherapy and Counselling	CU51036C	30	4	Compulsory (Non-compensatable)	1 and 2
Theories of Individual Development	CU51037C	30	4	Compulsory	1 and 2
Independent Learning Strategies and Skills	CU51040B	15	4	Compulsory	1
Professional Frameworks in Therapeutic Practice	CU51041B	15	4	Compulsory	2
The Individual in Society and Culture	CU51042A	30	4	Compulsory	1 and 2

Academic year of study 2

In your second year of study there are **2 compulsory modules** and a number of full and half optional modules (total 60 credits) at Level 5 (120 credits):

Module Title	Module Code	Credits	Level	Module Status	Term
Pathologies of the Modern Self	CU52020C	30	5	Compulsory	1 and 2
Research Methods	CU52032A	30	5	Compulsory	1 and 2
Psychoanalytic Culture and Society	CU52022C	15	5	Optional	2

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Art, Play and Drama Therapy	CU52023B	15	5	Optional	1
Counselling Skills	CU52031A	30	5	Optional	1 and 2
Mind Projections: Psychopathology and Cinema	CU52033B	15	5	Optional	2
Cognitive Behavioural Therapy	CU52048A	15	5	Optional	1

Academic year of study 3

In your third and final year of study there are **2 compulsory modules** and a number of full and half options (total 60 credits) at Level 6 (120 credits):

Module Title	Module Code	Credits	Level	Module Status	Term
The Political Significance of Freud's Legacy	CU53024B	30	6	Compulsory	1 and 2
Dissertation in the Professional Context	CU53026B	30	6	Compulsory	1 and 2
Cognitive Behavioural Therapy	CU53021D	15	6	Optional	1
Dance Movement Psychotherapy Foundation	CU53028A	30	6	Optional	1 and 2
Fieldwork Practice	CU53030A	30	6	Optional	1 and 2
Religion, Belief and Spirituality in Professional Practice	CU53032B	15	6	Optional	1
Multiculturalism, Identity and Difference	CU53033B	15	6	Optional	2
Trauma: Critical and Clinical Explorations	CU53041A	15	6	Optional	1
A Critical Introduction to Art Psychotherapy I: Theories and Practice	CU53042A	15	6	Optional	1
A Critical Introduction to Art Psychotherapy II: Experiential Group Learning	CU53043A	15	6	Optional	2

Part-time mode (4 years)

Academic year of study 1 (4 years Part-time)

Module Title	Module Code	Credits	Level	Module Status	Term
Contemporary Approaches to the Theory and Practice of Psychotherapy and Counselling	CU51036C	30	4	Compulsory (Non-compensatable)	1 and 2
Independent Learning Strategies and Skills	CU51040B	15	4	Compulsory	1
Professional Frameworks in Therapeutic Practice	CU51041B	15	4	Compulsory	2
The Individual in Society and Culture	CU51042A	30	4	Compulsory	1 and 2

Academic year of study 2 (4 years Part-time)

Module Title	Module Code	Credits	Level	Module Status	Term
Theories of Individual Development	CU51037C	30	4	Compulsory	1 and 2
Pathologies of the Modern Self	CU52020C	30	5	Compulsory	1 and 2
Plus, optional module(s) totaling to 30 credits:					
Psychoanalytic Culture and Society	CU52022C	15	5	Optional	2
Introduction to Art, Play and Drama Therapy	CU52023B	15	5	Optional	1
Counselling Skills	CU52031A	30	5	Optional	1 and 2
Mind Projections: Psychopathology and Cinema	CU52033B	15	5	Optional	2
Cognitive Behavioural Therapy	CU52048A	15	5	Optional	1

Academic year of study 3 (4 years Part-time)

Module Title	Module Code	Credits	Level	Module Status	Term
The Political Significance of Freud's Legacy	CU53024B	30	6	Compulsory	1 and 2
Research Methods	CU52032A	30	5	Compulsory	1 and 2
Plus, optional module(s) totaling to 30 credits:					
Psychoanalytic Culture and Society	CU52022C	15	5	Optional	2
Introduction to Art, Play and Drama Therapy	CU52023B	15	5	Optional	1
Counselling Skills	CU52031A	30	5	Optional	1 and 2
Mind Projections: Psychopathology and Cinema	CU52033B	15	5	Optional	2
Cognitive Behavioural Therapy	CU52048A	15	5	Optional	1

Academic year of study 4 (4 years Part-time)

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation in the Professional Context	CU53026B	30	6	Compulsory	1 and 2
Plus, optional modules totaling to 60 credits:					
Cognitive Behavioural Therapy	CU53021D	15	6	Optional	1
Dance Movement Psychotherapy Foundation	CU53028A	30	6	Optional	1 and 2
Fieldwork Practice	CU53030A	30	6	Optional	1 and 2
Religion, Belief and Spirituality in Professional Practice	CU53032B	15	6	Optional	
Multiculturalism, Identity and Difference	CU53033B	15	6	Optional	1
Trauma: Critical and Clinical Explorations	CU53041A	15	6	Optional	1

Module Title	Module Code	Credits	Level	Module Status	Term
A Critical Introduction to Art Psychotherapy I: Theories and Practice	CU53042A	15	6	Optional	1
A Critical Introduction to Art Psychotherapy II: Experiential Group Learning	CU53043A	15	6	Optional	2

Part-time mode (6 years)

Academic year of study 1 (6 years Part-time)

Module Title	Module Code	Credits	Level	Module Status	Term
Contemporary Approaches to the Theory and Practice of Psychotherapy and Counselling	CU51036C	30	4	Compulsory (Non-compensatable)	1 and 2
Independent Learning Strategies and Skills	CU51040B	15	4	Compulsory	1
Professional Frameworks in Therapeutic Practice	CU51041B	15	4	Compulsory	2

Academic year of study 2 (6 years Part-time)

Module Title	Module Code	Credits	Level	Module Status	Term
The Individual in Society and Culture	CU51042A	30	4	Compulsory	1 and 2
Theories of Individual Development	CU51037C	30	4	Compulsory	1 and 2

Academic year of study 3 (6 years Part-time)

Module Title	Module Code	Credits	Level	Module Status	Term
Pathologies of the Modern Self	CU52020C	30	5	Compulsory	1 and 2
Plus, optional module(s) totaling to 30 credits:					
Psychoanalytic Culture and Society	CU52022C	15	5	Optional	2
Introduction to Art, Play and Drama Therapy	CU52023B	15	5	Optional	1

Module Title	Module Code	Credits	Level	Module Status	Term
Counselling Skills	CU52031A	30	5	Optional	1 and 2
Mind Projections: Psychopathology and Cinema	CU52033B	15	5	Optional	2
Cognitive Behavioural Therapy	CU52048A	15	5	Optional	1

Academic year of study 4 (6 years Part-time)

Module Title	Module Code	Credits	Level	Module Status	Term
Research Methods	CU52032A	30	5	Compulsory	1 and 2
Plus, optional module(s) totaling to 30 credits:					
Psychoanalytic Culture and Society	CU52022C	15	5	Optional	2
Introduction to Art, Play and Drama Therapy	CU52023B	15	5	Optional	1
Counselling Skills	CU52031A	30	5	Optional	1 and 2
Mind Projections: Psychopathology and Cinema	CU52033B	15	5	Optional	2
Cognitive Behavioural Therapy	CU52048A	15	5	Optional	1

Academic year of study 5 (6 years Part-time)

Module Title	Module Code	Credits	Level	Module Status	Term
The Political Significance of Freud's Legacy	CU53024B	30	6	Compulsory	1 and 2
Plus, optional modules totaling to 30 credits:					
Cognitive Behavioural Therapy	CU53021D	15	6	Optional	1
Dance Movement Psychotherapy Foundation	CU53028A	30	6	Optional	1 and 2
Fieldwork Practice	CU53030A	30	6	Optional	1 and 2

Module Title	Module Code	Credits	Level	Module Status	Term
Religion, Belief and Spirituality in Professional Practice	CU53032B	15	6	Optional	
Multiculturalism, Identity and Difference	CU53033B	15	6	Optional	1
Trauma: Critical and Clinical Explorations	CU53041A	15	6	Optional	1
A Critical Introduction to Art Psychotherapy I: Theories and Practice	CU53042A	15	6	Optional	1
A Critical Introduction to Art Psychotherapy II: Experiential Group Learning	CU53043A	15	6	Optional	2

Academic year of study 6 (6 years Part-time)

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation in the Professional Context	CU53026B	30	6	Compulsory	1 and 2
Plus, optional modules totaling to 30 credits:					
Cognitive Behavioural Therapy	CU53021D	15	6	Optional	1
Dance Movement Psychotherapy Foundation	CU53028A	30	6	Optional	1 and 2
Fieldwork Practice	CU53030A	30	6	Optional	1 and 2
Religion, Belief and Spirituality in Professional Practice	CU53032B	15	6	Optional	
Multiculturalism, Identity and Difference	CU53033B	15	6	Optional	1
Trauma: Critical and Clinical Explorations	CU53041A	15	6	Optional	1
A Critical Introduction to Art Psychotherapy I: Theories and Practice	CU53042A	15	6	Optional	1
A Critical Introduction to Art Psychotherapy II: Experiential Group Learning	CU53043A	15	6	Optional	2

Academic support

Support for learning and wellbeing is provided in a 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.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year 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 provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students 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 and 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 [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

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

As a department, STaCS has very strong links with therapeutic and community organisation. 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.

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 minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes 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. If a programme has a part-time pathway, the structure will be set out in the section "How the programme is structured" above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

Year 1 = Level 4

Year 2 = Level 5
Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

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
- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the achievement of a programme’s learning outcomes. These are designated as “Non-compensatable” for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

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 must normally 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 minimum value of 360 credits, as set out within the section “The requirements of a Goldsmiths degree” above. A failed module with a mark of 35-39% 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 and the module has not been defined as “Non-compensatable”. No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually 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:

- 1st: First Class – 70%+
- 2.1: Upper Second – 60-69%
- 2.2: Lower Second – 50-59%
- 3rd: 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.

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or 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 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

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 at gold.ac.uk/programme-costs.

Specific programme costs

Not applicable.

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 are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains 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 these procedures are published on the [Quality Office web pages](#).