

Programme Specification

Awarding Institution: University of London (Interim Exit Awards made by Goldsmiths' College)
Teaching Institution: Goldsmiths, University of London
Final Award: Graduate Certificate
Programme Name: Foundation in Art and Psychodynamic Thinking
Total credit value for programme: 45
Name of Interim Exit Award(s):
Duration of Programme: 1 academic year
UCAS Code(s):
HECoS Code(s): 101320: art psychotherapy
QAA Benchmark Group:
FHEQ Level of Award:
Programme accredited by: Not applicable
Date Programme Specification last updated/approved: NA
Home Department: Social, Therapeutic and Community Studies (STaCS)
Department(s) which will also be involved in teaching part of the programme:

Programme overview

This programme gives you a practical and theoretical overview of the theory and practice of Art Psychotherapy in the UK.

Module I (30 credits) takes place in terms 1 and 2 and module II (15 credits) takes place in term 3.

In term 1 of the programme you will explore the key concepts that underpin Art Psychotherapy in creative and interactive ways; through lectures, case material, theoretical underpinnings, group discussions and creative exploration through art making. Psychodynamic theory will underpin the teaching.

Term 2 will involve an experiential art therapy group of around 9 students per group. This will be facilitated by an Art Psychotherapist and will support you to develop an understanding of art psychotherapy through an immersive and reflexive experiential learning process. The participation in the experiential group will offer learning through doing in an ‘as if’ experience of the therapeutic process. This is to facilitate development of application of psychodynamic theory to practice, insight into the self and others; and the dynamic interaction between art making, communication and group processes within a bounded frame. Knowledge of working with differences related to social justice and the intersectionality’s of class, race, culture, sexuality and gender will be developed and explored.

Term 3 examines how Art Psychotherapy approaches and psychodynamic theories are applied to practice in the various settings that Art Psychotherapists work. You will have an opportunity to hear about a number of specialist areas and how Art Psychotherapy adapts to fit the context whilst staying fundamentally within the psychodynamic frame with its guiding principles, which will contribute to the understanding of the profession and its employability.

This programme is especially relevant for those who would like to explore and/or may be considering a career in Art Psychotherapy through to the MA Art Psychotherapy training programme – as well as for those in other fields who are interested in psychodynamic theories and arts-based approaches to wellbeing.

Programme entry requirements

You must be able to demonstrate:

- a commitment to developing knowledge and skills of exploration and how art-making can be used in different settings
- an ability to sustain academic study at level 6
- an ability to reflect on self and in relation to others

Programme learning outcomes

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Systematically demonstrate knowledge and understanding of the legal definitions and restrictions around the term art (psycho)therapy	Art and Psychodynamic Thinking I
A2	Critically evaluate theories and approaches in Art Psychotherapy, particularly psychodynamic.	Art and Psychodynamic Thinking I
A3	Critically assess the range of settings within which art psychotherapists might be employed	Art and Psychodynamic Thinking II

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Apply psychodynamic frameworks to understanding of self and others within art-making groups	Art and Psychodynamic Thinking II
B2	Critically evaluate the real-life applications of theory and practice in art psychotherapy	Art and Psychodynamic Thinking II
B3	Consolidate knowledge of the applications of art psychotherapy approaches through participation in a group presentation	Art and Psychodynamic Thinking II

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Consolidate understanding of the art psychotherapy process and the development of self-knowledge through participation in an experiential art therapy group	Art and Psychodynamic Thinking I
C2	Systematically understand the process of Art Psychotherapy practice within different client groups, clinical settings and organisations	Art and Psychodynamic Thinking II
C3		

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Critically analyse the self in relation to others and issues of difference	Art and Psychodynamic Thinking I
D2	Critically assess how intersectional identities of class, race, culture, sexuality, disability and gender influence the relation of self to others	Art and Psychodynamic Thinking I
D3		

Grading Criteria

<p>Criteria Mark Descriptor Specific Marking Criteria 80-100% 1st: First (Exceptional)</p>	<p>Overall achievement is at an exceptional level. The relevant learning outcomes or outcome have been met at an exceptional level. The level of understanding or application of the subject knowledge and its underlying principles is beyond the scope of the material taught in class and there is evidence for originality and thought-provoking critical analysis.</p> <p>Work follows a clearly focused line of argument with no irrelevance and contains exceptional marshalling of the relevant evidence to support the overall argument or analysis. It is analytical, evaluative and clearly positioned, demonstrating independence of thought. Local arguments are integrated within a larger narrative that is thoughtful and purposeful, leading to an original and convincing conclusion. Where relevant, there is clear evidence of psychosocial ethos and the application of the teaching so far.</p> <p>There is a high level of linguistic appropriacy, and an exceptional range of structures and subject relevant vocabulary are used.</p> <p>There is in-depth critical analysis of self in relation to others and, an excellent level of self insight and reflection, and critical understanding of how this knowledge of self impacts on personal identity and professional practice.</p>
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<p>70-79% 1st: First (Excellent)</p>	<p>Overall achievement is consistent and at an excellent level. The relevant learning outcomes or outcome have been met at an excellent level and there is a full engagement with all parts of the assignment brief. The level of understanding or application of the subject knowledge and its underlying principles is excellent, demonstrating rounded understanding of all the necessary components, their nuances and the larger context, engagement with theoretical concepts of marked complexity and evidence of originality and thoughtful critical analysis.</p> <p>There is evidence of purposeful research, leading to a broad relevant base of literature (e.g. primary, secondary theoretical, empirical etc), holding high quality of academic rigor.</p> <p>Work follows a clearly focused line of argument with excellent marshalling of the relevant evidence to support the overall argument or analysis and excellent level of coherency and integration with no unnecessary repetition. There is clear intentionality in the assignment, leading to a convincing conclusion and where appropriate, evidence of a developing psychosocial understanding and learning from the teaching so far.</p> <p>There is excellent control of communication in both general academic content and specific theoretical ideas. There is a high level of linguistic appropriacy, and an excellent range of structures and subject relevant vocabulary are used.</p> <p>There is in-depth critical analysis of self in relation to others and how this knowledge of self impacts on personal identity and professional practice.</p>
<p>60-69% 2.1: Upper Second (Very good)</p>	<p>Overall achievement is consistent and at a very good level. The relevant learning outcomes or outcome have been met at a very good level, and there is a full engagement with all parts of the assignment brief. The level of understanding or application of the subject knowledge and its underlying</p>

	<p>principles is very good, demonstrating rounded understanding of all the necessary components and their larger context, engagement with complex theoretical concepts and attempt at originality and critical analysis.</p> <p>There is evidence of a broad relevant base of literature (e.g. primary, secondary theoretical, empirical etc), holding high quality of academic rigor and evidence of effective analysis allowing for convincing arguments to develop. The work follows a largely well focused and supported line of argument and arguments are fully developed, although this may not be thoroughly consistent, and where appropriate, there is evidence of a developing psychosocial understanding and engagement with the teaching so far.</p> <p>Work is coherent and logically organised, although there may be occasional repetition.</p> <p>There is good control of communication in both general academic content and specific theoretical ideas. Language is largely appropriate and accurate, and wide range of structures and subject relevant vocabulary are used, with only minor errors which do not impede understanding.</p> <p>There is critical analysis of self in relation to others and how this knowledge of self impacts on personal identity and professional practice.</p>
<p>50-59% 2.2: Lower Second (Good)</p>	<p>Overall achievement is at a good level. The relevant learning outcomes or outcome have been met at a good level and there is a full engagement with all parts of the assignment brief. The level of understanding or application of the subject knowledge and its underlying principles is good, demonstrating solid, rounded understanding of all the necessary components, although there may be some difficulty with specific theoretical ideas.</p> <p>There are some positive attempts at analysis and evaluation, although these may not be consistent, vague at times or partially developed. Albeit limited, there is clear engagement</p>

	<p>with relevant research. When building arguments, there is adequate support and a clear main line of argument is followed. There is also an attempt for critical analysis, although this may be weak in part and reliance is mainly on secondary resources.</p> <p>There is a good attempt at organisation although there may be some irrelevance or repetition.</p> <p>Language is largely appropriate and accurate, and a range of structures and subject relevant vocabulary are used.</p> <p>There is sound analysis of self in relation to others and how this knowledge of self impacts on personal identity and professional practice.</p>
<p>40-49% 3rd: Third (Satisfactory)</p>	<p>Overall achievement is at a satisfactory level. The relevant learning outcomes or outcome have been met at a satisfactory level and there is evident effort to answer the assignment brief.</p> <p>The level of understanding or application of the subject knowledge and its underlying principles is satisfactory, however, may not be consistent.</p> <p>There is an attempt at building an argument, however, these may not be rigorously structured (e.g. declarative statements rather than sufficient reliance on literature) or it may be difficult to follow. There is a reliance on description over analysis and there is limited research with scope for necessary further development.</p> <p>There is an attempt at logical and appropriate organisation although this is not always successful. The work communicates general academic content but there is some difficulty with theoretical ideas. The work is at times disjointed, repetitive and in need for integration. An adequate range of vocabulary and structures are used, however, errors are evident which sometimes impede understanding.</p>

	<p>There is evidence of some reflection and knowledge of self in relation to others and how this knowledge of self impacts on personal identity and professional practice.</p>
<p>25-39% Fail (Unsatisfactory)</p>	<p>Learning outcomes have not been satisfactorily met or a significant element of the assignment brief was not addressed.</p> <p>There is some evidence of relevant research, however it is not to a satisfactory level or there is overreliance on inappropriate resources and lack of understanding of academic rigor. The level of understanding or application of the subject knowledge and its underlying principles is unsatisfactory and there is an overreliance on description with arguments not adequately developed. There is absence or very poor level of analysis and critical thinking. The language is often inappropriate, with frequent errors which impede understanding. There is a limited range of vocabulary and errors are clearly evident.</p> <p>There is very limited evidence of knowledge of self in relation to others and how this knowledge of self impacts on personal identity and professional practice.</p>
<p>10-24% Bad fail (Very unsatisfactory)</p>	<p>Learning outcomes have not been met and the assignment doesn't answer it's brief.</p> <p>There is lack of understanding of academic rigor, very limited or no evidence of relevant research or overreliance on inappropriate resources (e.g. websites).</p> <p>There is no/very little/inaccurate/wrong understanding or application of the subject knowledge and the underlying principles.</p> <p>The content presented is purely descriptive and there is no attempt at building arguments and no critical engagement.</p>

	<p>Communication is poor due to the lack of appropriate language and structures and there are evident errors including in spelling, grammar, referencing style and coherency. The overall essay structure is disjointed or illogical, and ideas are communicated in a vague or incoherent style.</p> <p>There is no evidence of knowledge of self in relation to others and how this knowledge of self impacts on personal identity and professional practice.</p>
1-9% Very bad fail (Not meeting criteria at all)	<p>A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and module must be re-sat). If both modules are failed at this level, extreme exam failure and withdrawal may be considered at the exam board without a resit opportunity.</p>
0% Non-submission or Academic Misconduct	<p>A categorical mark representing either the failure to submit an assessment or a mark assigned for an academic misconduct</p>

Mode of study

Face-to-face part time

Programme structure

Module Name	Module Code	Credits	Level	Module Type	Term
Art and Psychodynamic Thinking I		30	6	compulsory	1&2
Art and Psychodynamic Thinking II		15	6	compulsory	3

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 who has overall responsibility for their individual progress and welfare. Personal Tutors on the 45 credit Grad Cert programme will meet with their student at least once throughout the year either face-to-face, as part of a group and/or electronically. The meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available for students to contact throughout the year of study. These meetings aim to discuss progress. 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 [Centre for Academic Language and Literacies](#) 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.

Placement opportunities

NA

Employability and potential career opportunities

Students might apply to study the MA Art Psychotherapy or use this programme as a CPD opportunity to explore using art-making in their practice in another field.

Programme-specific requirements

None

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

Specific programme costs

You may need to pay for art materials.