

BA (Hons) in Applied Psychosocial and Psychotherapy Studies

Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Final Award: BA (Hons) in Applied Psychosocial and Psychotherapy Studies

Programme Name: BA (Hons) in Applied Psychosocial and Psychotherapy Studies

Total credit value for programme: 360 credits

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 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: May 2024

Home Department: Social, Therapeutic and Community Studies

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

Not applicable

Welcome from the department of Social, Therapeutic and Community studies

Our goal is to empower students through professional qualification and/or critical learning across Social Work, Youth Work, Community Development and a range of Therapeutic practices. Our particular collection of professions and perspectives uniquely places our graduates to meet stressed and struggling publics in ways which speak to their mental health, well-being, domestic safety and social justice.

We see our students and the users of professional services in the round, as individuals, in relationships, in communities and societies, all with differing skills, experiences, aptitudes and privileges. We tailor teaching and learning to enable each person's growth and

development, and we model professional practice which meets service users where they are.

Students will join a community of highly experienced practitioners, educators and researchers, focused on developing the very best of critical, values-driven practitioners and leaders.

We are guided by our own manifesto, developed by students and staff, incorporating 5 values and 5 principles in all our teaching, practice and research. Students will find these reflected in each module and programme.

Our values are:

1. Anti-racism, equality, diversity and inclusion
2. Social justice and social change
3. Environmental justice
4. Solidarity and Relationships
5. Hopefulness

Our principles are:

1. An ethical commitment to support each other's well-being as teachers and learners:
 - Recognising our humanity at work – spaces to talk, to vent, to share, to support one another
 - Actively working in anti-racist ways and challenging inequality and oppression
2. Inter-disciplinarity:
 - Identifying broad shared critical theory(ies) as the context for critical practice – equipping students with the science and philosophy of knowledge
 - Cross-program teaching on shared and overlapping themes, namely anti-racism, attachment, safeguarding, social policy, research methods, ecology, activism and 'greening' our professions
3. Innovation and Creativity
 - Embedding emotional and intellectual curiosity about racism, anti-racism and identity, the climate emergency and post-COVID practice
 - Taking time to ground our teaching and learning in lived experiences and real-world dilemmas
 - Embedding community arts and creative practices
4. Progressive Partnerships
 - Knowing and working with our neighbours to provide services and spaces to think. The department is in partnership with the NHS and the local authority to run our own mental health and well-being clinic for the local community and London. Students can

undertake their placements in the clinic, providing low-cost (free to users) therapeutic services, family support and youth services. The aim is to support the community through better access to well-being services, focusing particularly on Black, Asian and minority ethnic service users and religion and belief communities who are racially and religiously minoritised.

5. Reflexivity

- Regular staff-student get-togethers to ask ourselves what are we doing well, what are we getting wrong, what could we do differently, or additionally?

Programme overview

The BA (Hons) in Applied Psychosocial and Psychotherapy Studies is an innovative multidisciplinary degree that explores psychotherapeutic approaches and concepts within a broader psychosocial ethos. The programme is aimed for those who are interested to enhance their knowledge about the interrelationship between self, psyche and society as well as their interpersonal and critical skills. As part of the programme students can choose to gain relevant work-experience within the public and third sector.

The programme is particularly suitable as a steppingstone for those who are considering further professional training within the therapeutic field (e.g. MA, MSc and Diploma programmes in the field of mental-health) as well as within other industries such as education, advocacy, social work, human resources management and research. However, please note that the BA in Applied Psychosocial and Psychotherapy Studies does not lead to a recognised professional qualification.

The psychosocial framework wishes to understand the interconnections between the personal and the environmental, inner and outer worlds, as well as the social conditions to mental health. Concepts such as mental health, identity, racism, social identifiers, and intersectionality are explored in relation to current and past cultural, social, ecological and political processes as well as their own lived experience, personal heritage, values, and belief systems.

Students are encouraged to cultivate a philosophy of doubtful, critical position towards knowledge construction stating that it is embedded in time and space, are empowered to explore what anti-oppression means and looks like for them and encouraged to take risks in the knowledge that they will be met in a safe, supported space. We aim to facilitate the development of well-articulated critical, socially aware, creative and reflective thinkers who are not afraid to cultivate change by challenging norms and existing structures and who have the fundamental skills, empathy, and knowledge required in the practice, for the promotion and advocacy of mental health and wellbeing in the real-world. Students are also encouraged to explore how privilege and power affect each person and community differently, and to consider how reflective practice within the mental health field could meet this.

The programme promotes the United Nations Sustainable Development Goals focusing on; Goal 3 on Good Health and Wellbeing by developing therapists whose practice is located firmly in critical traditions of empowerment and self-care; Goal 10 on reducing inequality within and among countries by understanding and challenging current systems that promote discrimination and hinder equal opportunities within the UK and within a climate of world migration; and Goal 5 on gender equality by emphasising teaching and practice which understands the ways in which structural sexism and misogyny can be reproduced, especially in relation to caring responsibilities.

Employability

The BA (Hons) in Applied Psychosocial and Psychotherapy Studies is of great relevance as a steppingstone to those who wish to undertake further theoretical studies or formal clinical training to become psychological practitioners, counsellors and/or psychotherapists and art therapists. It has been specifically designed to meet the learning needs and aspirations of those who wish to develop within the field of wellbeing, counselling and psychotherapy, and creative therapies practices but who also want to study about the social and cultural contexts of their construction. Please note that the BA in Applied Psychosocial and Psychotherapy Studies does not lead to a recognised professional qualification.

Providing work-experience and practical skills modules alongside theoretical ones enables the development of both soft and hard skills that then serve our graduates in various industries such as mental health, education, criminal justice and advocacy, social work, human resources management and research, in the public and third sector (e.g. Clinical MA and MSc programmes in the field of mental-health / IAPT / charities / NGO).

Having a strong elective element, the programme is designed with students' independency and agency in mind, allowing for a flexible construction of academic route by including optional modules in year 2 and 3 which lay the foundation for the various postgraduate degrees and/skill required in the field. Students can shape their own path in line with their professional aspirations and plans establishing informed post-accreditation choices within the mental health field (covering dominant, as well as more creative, therapeutic approaches).

We have strong ties with the university career and placement teams, and by providing an optional work-experience in Year 3, students have the opportunity to explore their knowledge and skills in real world situation, build up their confidence and start to develop professional links with relevant organisations.

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.

Our standard entry requirements are:

A-level: BBB

BTEC: DDM

IB: 33 Points,

HL655

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 this programme.

Programme learning outcomes

This programme specification introduces the BA (Hons) in Applied Psychosocial and Psychotherapy 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) in Applied Psychosocial and Psychotherapy 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 and cultural studies and combines them critically and creatively.
2. To inform students' knowledge and understanding of therapeutic discourses by use of the kinds of reflexive and critical 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 behavioural therapy, humanistic, person-centred, psychoanalytic, art psychotherapy and dance and movement psychotherapy. Students will be able to make an informed decision regarding their professional progression within the field.
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. To facilitate the development of articulate critical, socially aware, creative and reflective thinkers who are not afraid to cultivate change by challenging norms and existing structures and who have the fundamental skills, empathy, and knowledge required in the practice, promotion and advocacy of mental health and wellbeing in the real-world
6. To facilitate the development of well-rounded academic and organisational skills of research, analysis, selection, assimilation and communication of ideas and knowledge in both written and oral domains
7. 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 cover 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. Students examine various issues concerning culture and identity and engage in an interdisciplinary exploration of sociological, anthropological, political, and psychological issues impacting the individual in society. Students engage with the relevant academic skills of research, text-analysis, conceptualisation, critical thinking, academic writing and oral and written communication of ideas. Throughout Year 1 students will have the opportunity to study with students from other programmes and departments, thus expanding their exposure to other fields, opinions and experiences.

In Year 2, students develop a psychosocial, critical understanding of individual and social pathologies that combines the social, the political, the personal and the clinical in new ways. Students undertake training in the research methods used in contemporary counselling and psychotherapy, focusing on both quantitative and qualitative methods. Through exploration of links between psychoanalysis, media and literature, students will engage in an interdisciplinary analysis that deconstructs the narrow categories of mental illness. Year 2 optional modules offer students a valuable opportunity to: develop counselling and reflective skills as well as basic knowledge and skills on CBT; learn key clinical and theoretical literature on trauma and contemporary approaches on PTSD; familiarise themselves with a range of creative and expressive arts therapies and their current practices; or elect one of the optional modules offered by other departments and programmes.

Year 3 considers the impact of Freud and post-Freudian thinkers, predominantly Jung, from a current critical perspective with an emphasis on difference and encountering the other, as well as spirituality, faith and religion. Building on the knowledge acquired so far, students also deepen their understanding of the tensions between identity and difference, individual and community. Year 3 student's academic work culminates in their final dissertation which constitutes an empirical project that offers the opportunity to develop robust research skills and learn about the realities of the field through academic engagement.

Year 3 optional modules offer students a valuable opportunity to: engage with 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 fieldwork practice experience; or learn key clinical and theoretical literature on trauma and contemporary approaches on PTSD..

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 (Level 4) 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;
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;
A3	Key theories and methods commonly deployed in the wider study of society	Culture and Identity; Identity, environment, and agency 1

A4	Key theories and methods used in the wider study of culture	Culture and Identity: Identity, environment, and agency 1
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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; Culture and Identity; Identity, environment, and agency 1; Independent Learning Strategies and Skills
B2	The ability to synthesise information from a variety of primary and secondary sources	Identity, environment, and agency 1; Independent Learning Strategies and Skills
B3	The ability to report and compare different, and sometimes conflicting, arguments	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Culture and Identity; Identity, environment, and agency 1; ; Independent Learning Strategies and Skills
B4	The ability to be open-minded and form independent judgements	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Culture and Identity; Independent Learning Strategies and Skills; Identity, environment, and agency 1 ;
B5	The ability to reflect on your own intellectual development	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Culture and Identity; Identity, environment, and agency 1; ; Independent Learning Strategies and Skills

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	The ability to relate the theories and practices of counselling and psychotherapy to their contexts of social and cultural production	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Culture and Identity; Identity, environment, and agency 1; ; Independent Learning Strategies and Skills
C2	The ability to observe, listen and interact effectively with others, particularly in a group setting	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Culture and Identity; Identity, environment, and agency 1; Independent Learning Strategies and Skills;
C3	The ability to apply your enhanced literacy, selection, assimilation, and communication skills in both written and oral domains (for example, in essays and group presentations)	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Culture and Identity; Identity, environment, and agency 1; ; Independent Learning Strategies and Skills
C4	The development of the research skills requisite to the award of the degree	Identity, environment, and agency 1: Independent Learning Strategies and Skills

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	The ability to plan and organise work and meet deadlines	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Culture and Identity; Identity, environment, and agency 1; Independent Learning Strategies and Skills;
D2	The ability to present sustained and persuasive written and oral arguments cogently and coherently.	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and

		Counselling; Culture and Identity; Identity, environment, and agency 1; Independent Learning Strategies and Skills;
D3	The development of presentation skills by means of essays, group presentations and other media.	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Culture and Identity; Identity, environment, and agency 1; ; Independent Learning Strategies and Skills
D4	The ability to articulate ideas in rational, evaluative and creative ways.	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Culture and Identity; Identity, environment, and agency 1; ; Independent Learning Strategies and Skills
D5	The development of skills in critical reasoning.	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Culture and Identity; Identity, environment, and agency 1; ; Independent Learning Strategies and Skills
D6	The ability to work with, and in relation to, others.	Theories of Individual Development; Contemporary Approaches to the Theories of Psychotherapy and Counselling; Culture and Identity; Identity, environment, and agency 1; ; Independent Learning Strategies and Skills

On successful completion of a Diploma in Higher Education in Psychosocial Studies (Level 5) 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)
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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; ; Research Methods; Counselling Skills; Cognitive Behaviour Therapy; Mental Health and 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; ; Counselling Skills; Cognitive Behaviour Therapy; Mental Health and Trauma Critical and Clinical Explorations
A3	Key theories and methods commonly deployed in the wider study of society	Culture and Identity; Research Methods; PsycheScapes Mapping Cultural Mindscapes; Pathologies of the Modern Self
A4	Key theories and methods used in the wider study of culture	Culture and Identity; PsycheScapes Mapping Cultural Mindscapes; 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; Culture and Identity; Identity, environment, and agency 1; Independent Learning Strategies and Skills ; ; Research Methods; Pathologies of the Modern Self; PsycheScapes Mapping Cultural Mindscapes; Cognitive Behaviour Therapy; Introduction to Art, Play and Dramatherapy; Mental Health and Trauma Critical and Clinical Explorations
B2	The ability to synthesise information from a variety of primary and secondary sources	All Modules
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	The 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	The ability to observe, listen and interact effectively with others, particularly in a group setting	Identity, environment, and agency 1 and Skills; Independent Learning Strategies and Skills ; Theories of Individual Development; Counselling Skills; Cognitive Behaviour Therapy;

		Introduction to Art, Play and Dramatherapy
C3	The ability to apply your enhanced literacy, selection, assimilation, and communication skills in both written and oral domains (for example, in essays and group presentations)	All modules
C4	The development of the research skills requisite to the award of the degree	Identity, environment, and agency 1; Independent Learning Strategies and Skills

Transferable skills

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

On successful completion of the BA (Hons) Psychosocial Studies (Level 6) 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; ; 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; Mental Health and 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; ; 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 ; Mental Health and Trauma Critical and Clinical Explorations
A3	Key theories and methods commonly deployed in the wider study of society	Culture and Identity; Research Methods; PsycheScapes Mapping Cultural Mindscapes; Dissertation; Pathologies of the Modern Self; Multiculturalism, Identity and Difference; Mental Health and Trauma Critical and Clinical Explorations

A4	Key theories and methods used in the wider study of culture	Culture and Identity; PsycheScapes Mapping Cultural MindscapesPsycheScapes Mapping Cultural Mindscapes; Dissertation; Pathologies of the Modern Self, Multiculturalism, Identity; Mental Health and Trauma Critical and Clinical Explorations
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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; Culture and Identity; Identity, environment, and agency 1; ; Research Methods; Pathologies of the Modern Self; PsycheScapes Mapping Cultural Mindscapes; Freud's Legacy; Dissertation;; 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; Mental Health and Trauma Critical and Clinical Explorations

B2	The ability to synthesise information from a variety of primary and secondary sources	Identity, environment, and agency 1 and Skills; Research Methods; Counselling Skills; Dissertation; Fieldwork Practice
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	The 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	The ability to observe, listen and interact effectively with others, particularly in a group setting	Theories of Individual Development; Identity, environment, and agency 1 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	The ability to apply your enhanced literacy, selection, assimilation, and communication skills in both written and oral domains (for example, in essays and group presentations)	All modules
C4	The development of the research skills requisite to the award of the degree	Identity, environment, and agency 1; Independent Learning Strategies and Skills ; Research Methods; Dissertation

Transferable skills

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

Mode of study

Full or part time on campus in person teaching and learning

Programme Structure and Progression

The BA (Hons) in Psychosocial and Psychotherapy Studies is taught by an expert team of academics and clinicians from STaCS who provide a variety of innovative and complementary teaching and learning methods and strategies which are focused on developing your knowledge and understanding of the therapeutic culture within a psychosocial framework. Students have the opportunity to study not only with their cohort, but also with students from other programmes, thus expanding their exposure to other fields, opinions and experiences. The various teaching and learning methods employed include formal lectures, seminars, small group work, experiential exercises, formative and summative coursework assignments, oral individual and group presentations, and an empirical 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.

Alongside your lectures and seminars, you will also be expected to regularly undertake a great deal of independent study, including ongoing preparatory and post lectures reading and research, as well as learner-managed learning as part of your assignments.

Throughout the programme, the level of your competencies will increase, and new skills and knowledge will be founded on what you have already achieved. Specifically, you are

supported in achieving an effective approach and academic writing competencies in the Level 4 Connected Curriculum module; Identity, environment, and agency 1 and Independent Learning Strategies and Skills modules in year 1. You are supported in achieving research design knowledge and skills in the Level 5 Research Methods module and you are supported in achieving your empirical research in Level 6 Dissertation module by receiving one-to-one dissertation supervision and guidance during office hours, in addition to dedicated dissertation workshops and labs 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.

Progression

In Year 1 students must pass a total of 90 credits in order to progress to Year 2. Students also must pass the compulsory (non-compensatable) module 'Theory and Practice of Psychotherapy and Counselling Approaches' as part of the 90 credits.

In Year 2 students must pass a total of 210 credits in order to progress to Year 3. Students also must pass the Compulsory (non-compensatable) module 'Research Methods' as part of the 210 credits.

In Year 3 students must pass a total of 360 credits in order to graduate the programme.

For further information please visit [Goldsmiths Regulations for Taught Programmes](#). You can also visit [Goldsmiths Undergraduate final result calculation](#).

Programme Pathways

The BA in Applied Psychosocial and Psychotherapy Studies Programme progression is outlined in two ways; the first is establishing necessary skills and knowledge that are developed and enhanced throughout the degree. This is mainly outlined in the core modules and progression that is shared by all students. The second is designed with students' independency and agency in mind, allowing for a flexible construction of academic route by including 120 optional credits from a selection of optional courses. Students can shape their own path in line with their professional aspirations and areas of interest.

During the first year of studies students establish a solid shared base of knowledge, which includes acquiring and enhancing academic skills, basic knowledge of the dominant therapeutic approaches and psychological development, and basic understanding of the psychosocial ethos and development of critical thinking within a contextual frame of society, culture, inclusivity, and equality.

During the second year, students deepen their psychosocial understanding both theoretically and practically. Students 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). Exploring these human experiences through the language of the arts and film industries students will be reflecting, questioning, and redefining related societal norms and perceptions. Students also start building their quantitative and qualitative research knowledge and skills which they then apply to their dissertation project in Year 3. It is also the year where students can start carving their academic route, taking modules which are closely linked to their interests and PG training programmes. Students also have the opportunity to apply their knowledge or focus on acquiring clinical knowledge and practical skills. Students can also engage in Goldsmiths' connected curriculum by choosing a module of their choice from the wide range offered by the university. Reflexivity in this year, expands beyond academically linked critical thinking and reflection into reflective practice skills and personal development.

The degree culminates with greater opportunity for students to develop their particular professional path and Year 3 is the most individualised year in the degree. During this year students are encouraged to critically consider the impact of Freud and his followers, predominantly Jung and to delve into a deeper psychosocial exploration of multiculturalism and psychosocial interpretations of society and culture. Building on the foundation of counselling skills and knowledge achieved in Year 2, the third year provides students with the opportunity to apply their knowledge and skills by facilitating fieldwork-experience as part of the fieldwork practice module. This module has been proven to provide students with both CV building and with establishing professional links and networks. Some of our graduates have been offered to continue their fieldwork post-graduation as paid employees. Students can choose to explore more specific applications such as Art therapy and Dance and Movement therapy, which allows them to construct an informed decision regarding their interest and future professional path.

Finally, students' individual empirical research project where they bring together their knowledge, skills and area of interest allowing them to further develop in areas relevant to their future profession if they choose to do so. Students are free to choose their own areas of empirical research as well as their methodology, supervised by a mentor that guides them and supports them through the research process. As part of the dissertation, students are asked to provide a reflective section where they consider their work from a psychosocial perspective but also reflect on their own journey of learning. Many of our alumni chose to focus on issues concerning their heritage and communities from a critical perspective, anchoring their work in their own lived experience. The programme's external examiners have commented on the high quality of the students' dissertations.

Grading Criteria

Please note that the programme regards 'Standard English' as integrated in its learning outcomes. This means that aspects of correct referencing, spelling, grammar, as well as argument and overall essay structure will be taken into consideration when marking the essay.

For those with RASA, this means that the SpLD coversheet for coursework: <https://www.gold.ac.uk/students/disability-support/assessment-guidance/> will not be taken into account.

<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>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>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 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>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 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>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</p>

	<p>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>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>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>

	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.
1-9% Very bad fail (Not meeting criteria at all)	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).
0% Non-submission or Academic Misconduct	A categorical mark representing either the failure to submit an assessment or a mark assigned for an academic misconduct

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

Full-time mode

Academic Year of Study 1

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 Name	Module Code	Credits	Level	Module Type	Term
Contemporary Approaches to the Theory and Practice of Psychotherapy and Counselling	CU51036D	30	4	Compulsory (non-compensatable)	1 and 2
Theories of Individual Development	CU51037C	30	4	Compulsory	1

Module Name	Module Code	Credits	Level	Module Type	Term
Independent Learning Strategies and Skills	CU51040B	15	4	Compulsory	1
Culture and Identity	ED51006A	30	4	Compulsory	1 and 2
Connected Curriculum: Identity, Environment, and agency 1	CC51001A	15	4	Compulsory	1

Academic year of study 2

In your second year of study there are **2 compulsory modules** and a number of 15 credit and 30 credit options (total 60 credits) at Level 5 (120 credits):

Module Name	Module Code	Credits	Level	Module Type	Term
Pathologies of the Modern Self	CU52020C	30	5	Compulsory	1 and 2
Research Methods	CU52032A	30	5	Compulsory (non-compensatable)	1 and 2
PsycheScapes: Mapping Cultural Mindscapes	CU52056A	15	5	Compulsory	2
Introduction to Art, Play and Drama Therapy	CU52023B	15	5	Optional	1
Counselling Skills	CU52031B	30	5	Optional	1 and 2
Mental Health and Trauma: Critical and Clinical Explorations	CU52053B	15	5	Optional	2
Cognitive Behavioural Therapy	CU52048A	15	5	Optional	1
<i>Students can also choose one of the following choices as part of their CAT</i>					
The Goldsmiths Project	CC52001A	15	5	Optional	2
Goldsmiths Elective Module (Chosen from a list made available annually of modules which provide an	Various	15	5	Optional	1

Module Name	Module Code	Credits	Level	Module Type	Term
opportunity to undertake study in another discipline without pre-requisites or prior knowledge)					

Academic year of study 3

In your third and final year of study there are **2 compulsory modules** and a number of 15 credit and 30 credit options (total 60 credits) at Level 6 (120 credits):

Module Name	Module Code	Credits	Level	Module Type	Term
The Political Significance of Freud's Legacy	CU53024B	30	6	Compulsory	1 and 2
Dissertation in the Professional Context	CU53026C	30	6	Compulsory	1 and 2
Multiculturalism, Identity and Difference	CU53033B	15	6	Compulsory	1
Cognitive Behavioural Therapy	CU53021D	15	6	Optional	1
Dance Movement Psychotherapy Foundation	CU53028B	30	6	Optional	1 and 2
Fieldwork Practice	CU53030B	30	6	Optional	1 and 2
Trauma: Critical and Clinical Explorations	CU53041B	15	6	Optional	2
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

The programme may be studied 6 years **Part-Time**.

The module units, including the compulsory modules, are spread out over the six year option. The possible part-time pathways are shown below:

6 Year Part Time

Academic Year of Study 1 (6 years Part-Time)

Module Name	Module Code	Credits	Level	Module Type	Term
Contemporary Approaches to the Theory and Practice of Psychotherapy and Counselling	CU51036D	30	4	Compulsory (non-compensatable)	1 and 2
Connected Curriculum: Identity, Environment, and Agency 1	CC51001A	15	4	Compulsory	1
Independent Learning Strategies and Skills	CU51040B	15	4	Compulsory	1

Academic Year of Study 2 (6 years Part-Time)

Module Name	Module Code	Credits	Level	Module Type	Term
Culture and Identity	ED51006A	30	4	Compulsory	1 and 2
Theories of Individual Development	CU51037C	30	4	Compulsory	1

Academic Year of Study 3 (6 years Part-Time)

Module Name	Module Code	Credits	Level	Module Type	Term
Pathologies of the Modern Self	CU52020C	30	5	Compulsory	1 and 2
PsycheScapes: Mapping Cultural Mindscapes	CU52056A	15	5	Compulsory	2

Module Name	Module Code	Credits	Level	Module Type	Term
Plus, optional module(s) totalling to 15 credits:					
Introduction to Art, Play and Drama Therapy	CU52023B	15	5	Optional	1
Cognitive Behavioural Therapy	CU52048A	15	5	Optional	1
Students can also choose one of the following choices as part of their CAT					
The Goldsmiths Project	CC52001A	15	5	Optional	2
Goldsmiths Elective Module (Chosen from a list made available annually of modules which provide an opportunity to undertake study in another discipline without pre-requisites or prior knowledge)	Various	15	5	Optional	1

Academic Year of Study 4 (6 years Part-Time)

Module Name	Module Code	Credits	Level	Module Type	Term
Research Methods	CU52032A	30	5	Compulsory (non-compensatable)	1 and 2
Plus, optional module(s) totalling to 30 credits:					
Introduction to Art, Play and Drama Therapy	CU52023B	15	5	Optional	1
Counselling Skills	CU52031A	30	5	Optional	1 and 2
Mental Health and Trauma: Critical and Clinical Explorations	CU52053B	15	5	Optional	2
Cognitive Behavioural Therapy	CU52048A	15	5	Optional	1

Module Name	Module Code	Credits	Level	Module Type	Term
Students can also choose one of the following choices as part of their CAT					
The Goldsmiths Project	CC52001A	15	5	Optional	2
Goldsmiths Elective Module (Chosen from a list made available annually of modules which provide an opportunity to undertake study in another discipline without pre-requisites or prior knowledge)	Various	15	5	Optional	1 OR 2

Academic Year of Study 5 (6 years Part-Time)

Module Name	Module Code	Credits	Level	Module Type	Term
The Political Significance of Freud's Legacy	CU53024B	30	6	Compulsory	1 and 2
Multiculturalism, Identity and Difference	CU53033B	15	6	Compulsory	1
Plus, optional modules totalling to 15 credits:					
Cognitive Behavioural Therapy	CU53021D	15	6	Optional	1
Dance Movement Psychotherapy Foundation	CU53028B	30	6	Optional	1 and 2
Fieldwork Practice	CU53030B	30	6	Optional	1 and 2
Mental Health and Trauma: Critical and Clinical Explorations	Cu53041B	15	6	Optional	2
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 Name	Module Code	Credits	Level	Module Type	Term
Dissertation in the Professional Context	CU53026C	30	6	Compulsory	1 and 2
Plus, optional modules totalling to 30 credits:					
Cognitive Behavioural Therapy	CU53021D	15	6	Optional	1
Dance Movement Psychotherapy Foundation	CU53028B	30	6	Optional	1 and 2
Fieldwork Practice	CU53030B	30	6	Optional	1 and 2
Mental Health and Trauma: Critical and Clinical Explorations	Cu53041B	15	6	Optional	2
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 three 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 [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

Fieldwork Practice opportunities

The third year provides students with the opportunity to apply their knowledge and skills by facilitating fieldwork experiences as part of the fieldwork practice optional module

(CU53030A). This module aims to give students the opportunity to accrue experience in a helping capacity role (e.g. mentoring, befriending, drop-in, facilitating etc), through volunteering with charitable organisations and the public sector. Through their own experience and the experience of peers, students are introduced to the varied range of organisations, agencies and services relevant to Counselling and Therapies. Students learn about working within an organisation and engaging with issues of ethical conduct, confidentiality, boundaries, supervision and self-care. The module allows students to connect theory and practice and increases employability by sourcing, applying, engaging and volunteering with their employers. This module has been proven to provide students with both CV building and with establishing professional links and networks. Some students continue their fieldwork post-graduation as paid employees.

Employability and potential career opportunities

This programme will equip you with the broad range of complex skills and attributes increasingly required by employers.

On completion, our graduates can:

- Consider clinical training in counselling, psychotherapy or creative therapies (e.g. art therapy) depending on their experience in the area. This could be an MA (level 7) or Diploma (level 4) and would usually take between 2-4 years depending on programme and full/part time capacity
- Consider social work profession by applying for a 2-year MA Social work
- Consider a one-year PGCE for a teaching qualification
- Consider further training in human resources/personnel management

While the degree does not provide a professional qualification, graduates can choose to engage with areas such as:

- Charities and third sector organisations
- Social care (e.g. support worker)
- Education (e.g. teacher assistant)
- Social enterprise
- Criminal justice, advocacy, and mediation
- Research assistance

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. 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 during their studies. Programme staff are very active in assisting students in identifying useful fieldwork/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 fieldwork/voluntary 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 Placement Service.

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'

Programme-specific requirements

Progression

In Year 1 Students must pass a total of 90 credits in order to progress to Year 2. Students also must pass the compulsory (non-compensatable) module 'Theory and Practice of Psychotherapy and Counselling Approaches' as part of the 90 credits.

In Year 2 students must pass a total of 210 credits in order to progress to Year 3. Students also must pass the Compulsory (non-compensatable) module 'Research Methods' as part of the 210 credits.

For further information please visit Goldsmiths Regulations for Taught Programmes. You can also visit Goldsmiths Undergraduate final result calculation.

Tuition fee costs

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

Specific programme costs

Not applicable