

# MA Art Psychotherapy

## Programme Specification

**Awarding Institution:**

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

**Teaching Institution:** Goldsmiths, University of London

**Final Award:** MA Art Psychotherapy

**Programme Name:** MA Art Psychotherapy

**Total credit value for programme:** 240 credits

**Name of Interim Exit Award(s):** Not applicable

**Duration of Programme:** 2 years full-time / 3 years part-time

**UCAS Code(s):** Not applicable

**HECoS Code(s):** (101320) Art Psychotherapy

**QAA Benchmark Group:** Counselling and Psychotherapy

**FHEQ Level of Award:** Level 7

**Programme accredited by:** Health and Care Professions Council

**Date Programme Specification last updated/approved:** October 2022

**Home Department:** Social, Therapeutic and Community Studies

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

Not applicable

## Programme overview

Art Psychotherapy is a dynamic discipline that reflects the society and communities that it serves. This programme will provide you with a broad understanding of the theories and practices of art psychotherapy necessary for safe and effective clinical work whilst equipping you with the skills to maintain critical and curious engagement with the changing discourses of the profession.

Your learning will be underpinned by the principles and practices of psychodynamic psychotherapy practiced within the context of mental health care and informed by contemporary art practice. Via theoretical studies, clinical work, and experiential learning you will integrate cognitive understanding and practical experience with a developing awareness of self and others. The nature of the therapeutic relationship between client, their artwork, and the art therapist is explored, and you have the opportunity to put your learning into practice through two 60-day placements which are supervised and supported in depth.

Students are encouraged to direct their own learning journey throughout via the focus of their creative pieces and essays and selection of placements.

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

## **Programme entry requirements**

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

EU (European Union) Applicants: Applications from EU students are welcomed, and all the major European qualifications are accepted.

Overseas (non-EU) applicants: Students from all countries are welcome to apply, and a variety of qualifications for entry can be presented. Each application is considered on its individual merit.

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

## **Programme learning outcomes**

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

The programme focuses on the processes of making and thinking about art within the context of a psychodynamically based therapeutic relationship between client and art therapist. It is therefore underpinned by the principles and practices of psychodynamic

psychotherapy practiced within the social, political, and multicultural context of mental health care, informed by contemporary art practice.

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

The programme's subject-specific learning outcomes have been devised in light of the Health and Care Profession Council's (HCPC) Standards of Proficiency for Arts Therapists and the QAA's Benchmark Statements and in continuing consultation with placement supervisors and art psychotherapy educators. Students successfully completing the MA Art Psychotherapy will be able to:

### **Knowledge and understanding**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A1	demonstrate a well-developed knowledge and understanding of the social and political context of psychodynamic art psychotherapy clinical theory and practice, and the importance of working with difference, equality, diversity and ecological concerns	All modules
A2	evidence a well-developed knowledge and understanding of psychodynamic art psychotherapy processes in small and large groups	Experiential Learning 1, Experiential Learning 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
A3	demonstrate a well-developed knowledge and understanding of the principles of art psychotherapy theory and practice	All modules
A4	demonstrate a well-developed knowledge and understanding of Psychodynamic Concepts	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
A5	demonstrate a well-developed knowledge and understanding of the work of other professionals	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	confidently relate processes in experiential groups to theory	Experiential Learning 1, Experiential Learning 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
B2	demonstrate an in-depth understanding of organisational dynamics and political contexts	All modules
B3	link together the differing aspects of learning from different forums of: experiential learning, clinical practice, theoretical studies	Experiential Learning 1, Experiential Learning 2, Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
B4	understand the social and political context of art psychotherapy clinical work, related to difference, equality and diversity and ecological concerns	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	demonstrate a well-developed understanding of the relationship between the artwork of the individual and that of other group members	Experiential Learning 1, Experiential Learning 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
C2	demonstrate a well-developed awareness of the different possibilities for art as a tool for learning and communication around complex societal dynamics resulting from the large group	Experiential Learning 1, Experiential Learning 2,
C3	demonstrate a well-developed sensitivity to issues of difference	All modules
C4	demonstrate a well-developed use of art as a tool for learning	All modules
C5	demonstrate a well-developed knowledge of what is involved in being a safe and effective practitioner	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2

Code	Learning outcome	Taught by the following module(s)
C6	demonstrate a well-developed ability to work in a multi- disciplinary team	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
C7	demonstrate a well-developed ability to present clinical work effectively	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
C8	demonstrate a well-developed ability to be open and reflective on clinical work	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
C9	demonstrate a well-developed ability to work with the dynamic processes of art psychotherapy	All modules
C10	demonstrate a well-developed ability to look critically at art	Experiential Learning 1, Experiential Learning 2, Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
C11	demonstrate a well-developed ability to successfully complete administrative duties appropriate to the placement	Placement 1, Placement 2

## Transferable skills (Elements)

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

Code	Learning outcome	Taught by the following module(s)
D6	reflect on relationships with clients, supervisors and other professionals	Experiential Learning 1, Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
D7	understand how intersectionality has impacted on clients, staff and the institutions in which we work	Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 1, Theory and Practice of Art Psychotherapy 2
D8	practice in relation to institutional and administrative policies and procedures	Placement 1, Placement 2
D9	understand how to approach applications and interviews in the work setting	Experiential Learning 2, Placement 1, Placement 2, Theory and Practice of Art Psychotherapy 2

## Mode of study

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

From the outset of the programme you will be guided to work independently. By means of small group supervision and tutorials your progress and individual learning needs will be monitored. Moreover, you will be encouraged to submit drafts of your Case Study and Final MA Art Psychotherapy - Programme Specification Goldsmiths, University of London 6 Clinical Report before submission; your supervisor will provide you with feedback on your drafts.

## Programme structure

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

**Full-time mode**

**Academic year of study 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>	<b>Level</b>	<b>Module Type</b>	<b>Term</b>
Theory & Practice of Art Psychotherapy 1 (Part 1 – Preparation)	PY71076A	0	7	Compulsory	1,2,3
Clinical Placement 1 (Part 1 - Preparation)	PY71075A	0	7	Compulsory	1,2,3
Experiential Learning 1	PY71050B	30	7	Compulsory	1,2,3
Clinical Placement 1 (Part 2 – Attendance and Assessment)	PY71075B	45	7	Compulsory	1,2,3
Theory & Practice of Art Psychotherapy 1 (Part 2 - tendance and Assessment)	PY71076B	45	7	Compulsory	1,2,3

**Academic year of study 2**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>	<b>Level</b>	<b>Module Type</b>	<b>Term</b>
Clinical Placement 2	PY71055C	45	7	Compulsory	1,2,3
Experiential Learning 2 (Part 1 - Therapy Preparation)	PY71077A	0	7	Compulsory	1,2,3
Theory & Practice of Art Psychotherapy 2 (Part 1 - Preparation)	PY71078A	0	7	Compulsory	1,2,3
Experiential Learning 2 (Part 2 – Attendance and Assessment)	PY71077B	15	7	Compulsory	1,2,3
Theory & Practice of Art Psychotherapy 2 (Part 2 - Attendance and Assessment)	PY71078B	60	7	Compulsory	1,2,3

## Part-time mode

### Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Experiential Learning 1	PY71050B	30	7	Compulsory	1,2,3
Clinical Placement 1(Part 1 - Preparation)	PY71075A	0	7	Compulsory	1,2,3
Theory & Practice of Art Psychotherapy 1 (Part 1 – Preparation)	PY71076A	0	7	Compulsory	1,2,3

### Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Clinical Placement 1 (Part 2 – Attendance and Assessment)	PY71075B	45	7	Compulsory	1,2,3
Theory & Practice of Art Psychotherapy 1 (Part 2 - tendance and Assessment)	PY71076B	45	7	Compulsory	1,2,3
Experiential Learning 2 (Part 1 - Therapy Preparation)	PY71077A	0	7	Compulsory	1,2,3
Theory & Practice of Art Psychotherapy 2 (Part 1 - Preparation)	PY71078A	0	7	Compulsory	1,2,3

### Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
Clinical Placement 2	PY71055C	45	7	Compulsory	1,2,3
Experiential Learning 2 (Part 2 – Attendance and Assessment)	PY71077B	15	7	Compulsory	1,2,3
Theory & Practice of Art Psychotherapy 2 (Part 2 - Attendance and Assessment)	PY71078B	60	7	Compulsory	1,2,3



## 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 (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 [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**

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

## **Employability and potential career opportunities**

The majority of our trainees have successfully secured employment on or soon after graduation. We are proud of the range of areas in which our graduates practice. These include schools, hospitals, forensic settings, outpatient settings, independent charities and non-statutory organisations working in communities to serve vulnerable people across all ages and backgrounds. During the programme, the college Careers office will support programme members with applications and interviews. Classes will prepare you for the various practical challenges of setting up in practice and your Clinical Placement practice can open the door to networking and other opportunities around accessing paid employment in the future.

## Programme-specific requirements

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

**Progression** Students should normally pass all elements of Part One before proceeding on to Part Two of the programme. Part-time students on Year 1 may only progress to Year 2 of the parttime programme subject to passing Experiential Learning 1.

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

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

If you do not successfully complete any module on the programme for any reason and have to repeat 'in attendance' this will also incur additional fees. In exceptional circumstances it may be necessary to dismiss students from the programme on the grounds of their unsuitability for training and fitness to practice. The grounds for this are as follows:

The student's behaviour:

- is confirmed to be damaging or dangerous to other people who use services, other students, or programme providers; MA Art Psychotherapy - Programme Specification Goldsmiths, University of London
- creates an unacceptable risk to themselves or others;

- shows a serious failure to adhere to the HCPC's 'Standards of conduct, performance, and ethics'.

If this behaviour occurs while on placement the following applies:

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

## **Tuition fee costs**

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

## **Specific programme costs**

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

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