

Postgraduate Study

MPhil/PhD

MSc Cognitive and Clinical Neuroscience

MSc Foundations in Clinical
Psychology and Health Services

MSc Music, Mind and Brain

MSc Occupational Psychology/
Organisational Behaviour

MSc Research Methods in Psychology

Psychology



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This booklet contains details of postgraduate study in the Department of Psychology at Goldsmiths, University of London, and should read in conjunction with our Postgraduate Prospectus.

We can supply information in alternative formats for people with a visual impairment or dyslexia. Please contact Admissions on **+44 (0)20 7078 5300** or e-mail **admissions@gold.ac.uk**.

Introducing the Department

The Department of Psychology at Goldsmiths, established in the 1960s, has developed over the years into a flourishing centre of study and research in a wide range of specialised branches of applied, experimental and theoretical psychology. Our key areas of research focus on culture and cognition, social relationships, individual differences and psychopathology, neurodevelopmental disorders, cognitive neuroscience and neuropsychology, as well as work psychology.

We are committed to building upon our research activities, and in doing so, are keen to attract able postgraduates interested in these areas.

Why study Psychology at Goldsmiths?

- We have dedicated staff engaged in a wide range of cutting-edge research, which ensures a broad and rewarding learning experience for our students.
 - We have a thriving postgraduate body, with around 100 MSc and MPhil/PhD students on full-time and part-time programmes, and a strong representation of mature students and students from the EU and all around the world.
 - In the last Research Assessment Exercise (RAE, December 2008) Goldsmiths' Psychology made a significant advance, climbing ahead of many departments that were ranked higher in the last RAE (2001). We were rated 24th in the UK, and 4th in London, based on the research grade-point average. Fifty percent of our research was classed as internationally excellent (3*) or world-class (4*).
 - We have well established research links with other academic institutions, both in the UK and abroad, and with a range of organisations such as hospitals, schools, charities and businesses.
 - We provide rigorous training in Psychological Research Methods.
 - We involve postgraduates in research developments in the department through internal seminars, workshops and conferences.
- All doctoral students have an annual research account to support essential costs associated with their research and participation in external conferences.
 - We have excellent research facilities, including several fully equipped specialist laboratories and a range of specialised equipment for field work.
 - We have a dedicated and highly skilled in-house technical support team to assist with the development, operation and maintenance of specialist equipment and software.

Staff

We are an expanding department, and currently have 30 academic staff (including 10 professors), as well as research staff, an extensive panel of part-time tutors, technical and administrative staff. Visiting lecturers and researchers further extend the range of expertise available to our students.

For further information on our academic staff and their research interests, please see page 29.

Ben Pimlott Building

This spectacular building opened its doors to students in January 2005. The large north elevation of the building is entirely glazed, and a two-storey chunk of the box space has been removed at high level to leave a roof terrace. This is wrapped with a metal structural scribble, making the building an unmistakable landmark on the south London skyline.

The Ben Pimlott Building houses the Centre for Cognition, Computation and Culture (CCCC). CCCC was established to promote interdisciplinary research among a number of departments, including Psychology, Computing and Anthropology, exploring the themes reflected in its title. The centre has excellent modern facilities for teaching, research and laboratory work. In particular the CCCC brings together expertise from several of psychology's research clusters and from Goldsmiths' Digital Studios.



Ben Pimlott Building



Electro encephalogram (EEG)



Mirror system



Galvanic Skin Response



Transcranial Magnetic Stimulation (TMS)

The building also houses the Department of Psychology's EEG (electroencephalography) suite (see opposite), psychoacoustic lab, psychopharmacology laboratory, and high-spec computational facilities. Psychology staff and postgraduates are currently investigating topics as diverse as how brain activation patterns vary during the performance of attention and memory tasks, the influence of genetic characteristics on individuals' responses to consumption of nicotine and other psychoactive substances, and musical cognition.

Other facilities

We also have numerous well equipped, air-conditioned specialist and general-purpose laboratories for psychophysiological and experimental research including:

- Cognitive laboratories equipped with a range of facilities
- Visual Perception and Attention laboratory equipped with a state-of-the-art eye tracking system and visual display units
- Psychobiology testing cubicles equipped with a range of biological sensors
- Observational Suite and a Baby/Infant Laboratory equipped with two-way mirrors, full video observation hardware, digital camcorders and video editing software
- A large number of versatile, general-purpose testing rooms.

Additional research facilities include computing, video and audio recording equipment for studio and field research. We have two other large computer laboratories that can be used for research when they are not in use for undergraduate or postgraduate teaching, and a dedicated printing room for postgraduates. The department also maintains its own extensive psychological test library.

Research in the department

We have a flourishing research programme conducted by our academic staff, research staff and postgraduate students. Recent projects have been funded by a wide variety of external sources, including UK research councils Economic and Social Research Council (ESRC) and Engineering and Physical Sciences Research Council (EPSRC), the British Academy, the European Commission, the US National Institute on Drug Abuse (NIDA), various government departments including the Health and Safety Executive and the Home Office, plus private sector sources such as Halifax, Bank of Scotland and Saville Consulting. We also have had prestigious research funding from charitable sources (Nuffield Foundation, Wellcome Trust, Leverhulme Trust, etc).

In addition, we have active research links with numerous other institutions in this country – such as the Institute of Psychiatry, Homerton Hospital, Blackheath Brain Injury Rehabilitation Centre and Neurodisability Service, Sheffield University and City University – and work with universities around the world including Germany, Australia, the Netherlands, Sweden, Taiwan and the USA.

Major Research Groups

The Department of Psychology's major research strengths are organised into six 'clusters'. All clusters were acknowledged to be producing internationally excellent research in the December 2008 RAE, with particular praise for world-leading contributions in cognition and culture and neurodevelopmental disorders.

The Cognition and Culture cluster investigates the impact of culture and language on visual perception and attention, categorisation behaviour and the development of cognition. The cognitive neuroscience of music is a major area within this cluster too. This cluster lies at the heart of Goldsmiths' Centre for Cognition, Computation and Culture (CCCC), which aims to foster interdisciplinary research with other academic departments, focusing on how neural, computational and cognitive models relate to cultural and social processes.

The Individual Differences and Psychopathology cluster is one of the largest groups in the UK, researching into personality, intelligence and clinical conditions such as depression and anxiety.

A recent emphasis has been on behavioural genetics and gene-behaviour association studies.

Social Relationships are studied within couples, and by investigating imitation in children and primates. The internationally respected Unit of School and Family Studies focuses on the changing nature of grandparenting and on studies of bullying, in a variety of national and international settings.

The Department's Neurodevelopmental Disorders cluster carries out cutting-edge studies on conditions such as autism, visual impairment and dyspraxia, focusing on changes in executive functions, musical ability and the preservation of special abilities.

The large Cognitive Psychology, Neuropsychology and Cognitive Neuroscience cluster carries out research on basic processes in attention and working memory, integration across sensory modalities, memory, learning, eyewitness identification and musical cognition. Neuropsychological research with patients addresses their awareness of, and attempts at, rehabilitation. The neurofeedback research team investigates the use of this technique in therapy and 'peak performance' training. This cluster has a strong neuroscientific perspective, consolidated by the acquisition of a superb research suite equipped with highly specialised, state-of-the-art EEG, eye-tracking, computational modelling and psychopharmacology facilities.

Within our Work Psychology cluster, current foci of research include employee selection and assessment, maximising performance in the workplace, leadership, and occupational health psychology in relation to work design, organisational change, stress management.

The department also has two specialist research units and a spin-off company:

Anomalistic Psychology Research Unit (APRU)
Headed by Professor Chris French, the APRU aims to explain paranormal experiences in terms of known psychological and physical factors. Recent projects have investigated memory for anomalous experiences and the psychology of alien contact and haunt-type experiences. For further details, please visit www.gold.ac.uk/apru.

Unit for School and Family Studies

The Unit for School and Family Studies, headed by Professor Peter Smith, pursues research in the areas of social development, particularly as it affects children in school and families. Current research areas include bullying and violence in schools; investigating the role of grandparents in society; and an evaluation of adult mentoring for children with difficulties. For further details, visit www.gold.ac.uk/usfs.

i2 media

Operating as a research consultancy specialising in digital consumer research, i2 was set up in 2002 by Dr Jonathon Freeman as a spin-off from the Department of Psychology. It is the first spin-off company from Goldsmiths. i2 colleagues have extensive experience and expertise in a wide range of qualitative and quantitative research methods, and an excellent track record of delivering high quality, cost-effective research solutions to its clients within budget and schedule.

The consultancy has conducted commissioned research projects for a range of high profile regulatory, governmental and commercial clients, including Ofcom (the Office of Communications), Digital UK, the Department of Trade and Industry, the Department for Culture, Media and Sport, GfK NOP Media, Honda, Red-M and Aegis Systems.

i2 stays at the cutting edge of digital consumer research through the team's leadership in academic research projects with a focus on future media and design innovation. Dr Freeman is currently Principal Investigator on large EC-funded projects: PASION (psychologically augmented social interaction over networks), which is developing new forms of mobile social communication; Games@Large, working on new ways that users can play games around their homes (and further afield); and Vital Minds, an EC 7th Framework funded project exploring the potential for digital brain-training/brain activity games to slow down the impact of age-related cognitive decline.

Research seminars and lecture series

The department runs a weekly Invited Speakers Programme at which distinguished visitors from other institutions talk about their current research.

This programme is very broad in scope and open to all students and staff in the department. Postgraduates also present their own research to peers and staff at the Postgraduate Seminar Series. A Distinguished Speakers Series organised through the MSc Occupational Psychology programme brings in notable academics and practitioners in the field of work psychology.

In addition, there are a number of more specialist seminar and lecture series focusing on the current research groupings and units. Current themes are Developmental/Social Psychology, Work Psychology, Personality and Psychopathology, and the interdisciplinary Whitehead Speaker Series (jointly with the Department of Computing) that focuses on cognition, computation and creativity.

Recent research projects

Some recent examples of the department's research themes and projects are:

- Analysing the effect of culture and language on colour processing
- The use of neurofeedback to enhance peak artistic performance
- Tactile images – museum displays for the partially sighted
- Grandparenthood and intergenerational relationships
- Evaluation of the use of video in police identification procedures
- Neurocognitive impairments and genetic vulnerability factors in smokers
- Evaluation of the introduction of multi-disciplinary teams
- Decision making in selection and assessment;
- The neuropsychological and genetic characteristics of reward reactivity and its relationship with personality
- The role of load in spatial visual attention;
- The spatiotemporal distribution of attention in reading
- Normal models of visuospatial extinction
- Fractionating the musical mind: insights from congenital amusia
- Testing ways to enhance innovation at the BBC

Introducing the degrees

We offer:

Research degrees

MPhil and PhD

Taught Master's

MSc in Cognitive and Clinical Neuroscience

MSc Foundations in Clinical Psychology and Health Services

MSc in Music, Mind and Brain

MSc in Occupational Psychology/Organisational Behaviour

MSc in Research Methods in Psychology

Application and admission

For details on making an application please visit www.gold.ac.uk/apply or see the Postgraduate Prospectus.

Although there is no closing date for receipt of applications unless you intend to seek funding – see opposite – we advise you to submit your application early. Admission is normally by interview and/or submission of written work.

English Language requirement

If English is not your first language, you will need evidence of your English Language competence. Tests considered appropriate include:

- International English Language Testing System* (IELTS) – pass with at least 6.5 overall and a minimum of 6.0 in the written element
- TOEFL* score of at least 580 including 4.5 in the Test of Written English (TWE), or 237 in the Computerised test (CT) including 4.5 in the essay component, or 92 in the internet-based test (IBT) with a minimum of 23 in the written element
- International GCSE (IGCSE) English as a second language at Grade C
- Cambridge Certificate of Proficiency of English (CPE) Level 5 at Grade C or above
- Cambridge Certificate in Advanced English (CAE) Level 4 at Grade B or above
- Pearson Test of English (Academic), with a score of 68 overall, including 68 in the written element and 59 in all other elements.

* In line with the validity period for IELTS & TOEFL results, English proficiency qualifications must be less than two years old at the time of starting the course to be valid.

For further information, please see the Postgraduate Prospectus. International candidates may be accepted without an interview.

Open days

College-wide open days for all programmes across the university are usually held three times a year in spring, summer and autumn. For further information on these, please visit www.gold.ac.uk/opendays. Research degree applicants may visit the department by appointment.

Fees

For information about fees, please see the Postgraduate Prospectus or visit www.gold.ac.uk/costs. **Please note:** fees are quoted on a yearly basis.

Funding opportunities

For MSc followed by MPhil/PhD study:

Economic and Social Research Council (ESRC) Postgraduate Studentships

The research training provided by the Department of Psychology is recognised by the ESRC. The College can nominate up to six candidates, considered on a competitive basis, to apply to the ESRC for studentships. Normally up to three candidates are put forward by the department to be part of the College's submission. Fully funded '1+3' studentships cover fees and a stipend for you to undertake a one-year MSc Research Methods in Psychology followed by a three-year PhD. You may apply for one of these if you hold, or expect to obtain, a good honours degree in Psychology. Applications for '+3' awards, which just fund the three-year PhD phase of the research, are also possible for candidates who hold an ESRC-recognised Master's degree or equivalent research/training experience. The deadline for applications is normally in February or March (please refer to www.gold.ac.uk/psychology for details).

You cannot apply direct to the ESRC, but must be accepted and nominated by the department. We normally have to return completed forms to the ESRC in early May, and so initial applications to us must be received in early spring at the latest, to allow time for you to be interviewed, offered a place to study, for you and your nominated supervisor to work up your research proposal and to complete the documentation required by the ESRC. Full details on arrangements, including application deadlines, are posted on the department's website at www.gold.ac.uk/psychology and updated regularly.

Economic and Social Research Council (ESRC)/ Medical Research Council (MRC) Interdisciplinary Research Studentships

ESRC/MRC research studentships are available, again on a competitive basis, for either '1+3' (one-year MSc Research Methods in Psychology followed by a three-year PhD) or '+3' funding (three-year MPhil/PhD). These studentships provide a mechanism by which you can tackle a project that is interdisciplinary in nature, addressing the concerns of both the ESRC and the MRC. '1+3' applicants must have a good honours degree in a relevant subject. Applicants for the '+3' funding must additionally hold a degree at MA/MSc level in either the medical or the social sciences. Your application needs to be developed in collaboration with your proposed supervisor(s), in whose name the application is made. Further details and an application form together with information about deadlines can be downloaded at www.esrc.ac.uk.

For MPhil/PhD study only:

Departmental bursaries

Full-time postgraduates who are UK or EU nationals with an ESRC-approved MSc in Research Methods, or equivalent training, are eligible to apply for a Departmental Teaching Bursary. This offers similar support to a Research Council Studentship (i.e. pays fees and a stipend), and the successful holder is required to undertake some undergraduate teaching – mostly tutorial work – of the kind and extent commonly undertaken by research students. Bursaries are awarded for up to three years, subject to satisfactory progress. The number of bursaries available varies from year to year, and they are normally advertised in early spring.

Other funding sources

Collaborative Awards in Science and Engineering (CASE) studentships

We are occasionally able to offer CASE studentships, which cover fees and a stipend, for doctoral research on specific projects involving collaboration with external (non-academic) organisations, such as businesses. The funding comes partly from the ESRC and partly from the collaborating organisation, and supervision is provided both by an academic member of staff and a relevant person from the organisation. When such opportunities are available, they are advertised on our College website and externally.

Funding for specific PhD projects is also sometimes provided by industrial and commercial organisations and central government. For further information about such opportunities, please refer to the Goldsmiths booklet, *Funding Your Postgraduate Study*, which can be downloaded from www.gold.ac.uk/media/pgfunding.pdf.

Self-funding students

We welcome applications throughout the year from students who wish to self-fund their MSc or MPhil/PhD study in any of the main areas of expertise represented in the department.

Equivalent or lower qualifications

Government funding has been withdrawn for students who are studying for a qualification that is at an equivalent level to, or lower level than, a qualification that they have already been awarded. Therefore, Home/EU students applying for a programme that is an equivalent or lower qualification (ELQ) than a qualification they already hold are regarded as non-fundable.

Please note that the ELQ policy does not apply to postgraduate research courses (MRes, MPhil/PhD programmes), and that several taught programmes are exempt. Please visit www.gold.ac.uk/costs/elqs for further information.



MPhil and PhD

We are committed to developing our postgraduates into skilled researchers who can conduct rigorous research using a variety of methodologies and methods. As well as receiving ongoing support and guidance from your supervisors, you receive comprehensive training in psychological research methods in line with current Economic and Social Research Council (ESRC) training guidelines. Part or all of this may be waived if you already hold an MSc in Research Methods approved by the ESRC. This training includes quantitative and qualitative research methodologies, and takes place mainly during the first year of registration (or first two years for part-time students). You will also attend various short generic research skills and methods training courses run by Goldsmiths in your first year (or first two years if part-time).

You have full access to our excellent facilities for laboratory and field research, and first-rate technical support is available from the department's six-strong team of technical staff.

Skills and careers

We are committed to developing our postgraduates into skilled researchers who can conduct rigorous research using a variety of methodologies and methods. Many of our PhD students progress to academic research and teaching positions, as well as large organisations, the creative industries and the Civil Service.

The Postgraduate Research Training Programme has been designed to equip Psychology graduates with a sound understanding of methods and skills necessary to conduct high-level research, using a wide range of approaches and techniques. It includes a broad training in behavioural and social science research methodologies, including the fundamentals of qualitative research and advanced level quantitative research. As a PhD student, you will receive training in and develop wide-ranging research skills, including: database searching and bibliographic skills; managing and analysing data; presentation and communication skills; quantitative and qualitative research methods; handling legal and ethical issues in research; and research design and project management.

Entrance requirements

We usually expect you to have a first degree in psychology plus a relevant Master's degree (e.g. in Research Methods), or to be studying for a Master's at the time of your application. However, we do make exceptions to this, so please enquire about your eligibility.

Fees and funding

Please see the Postgraduate Prospectus or visit www.gold.ac.uk/pg/costs for up-to-date information on fees. These will also offer guidance on funding. Also see page 9 of this booklet for information on funding.

Registration and study

Initially, you register for a Master of Philosophy (MPhil) programme to train you in the research methods you will need to complete a PhD. You can apply to upgrade to PhD registration when you have satisfactorily completed an agreed part of the research and training programme; this usually happens before 12 months if you are studying full-time, or before 20 months if part-time. Normally, you complete and submit your PhD thesis within three years for full-time students, and four to five years for part-time. If you decide not to upgrade to PhD registration, you can submit your thesis for an MPhil after two years if you are studying full-time, or after three years if part-time. With the agreement of your supervisor, you can change your registration from full-time to part-time or vice versa; the necessary form is available from the Registry Programmes Office.

Overseas applicants should note that the British system does not include preparatory taught classes or examinations as part of the MPhil/PhD programme, except for some initial courses in research methods.

Research supervision

You are assigned members of staff qualified to supervise your research throughout your period of registration. Please see page 29 for details of the staff and their research interests.

Postgraduate facilities

As a full-time MPhil/PhD student, you have your own desk and a networked computer with access to software for your research needs, plus email and internet facilities. If studying part-time, you also have access to a networked computer, generally shared between two or three students. In addition, we have a lab solely for the use of postgraduates, and a postgraduate computing room. We also run a psychological test library for staff and students.

Goldsmiths' Graduate School is based in Hatcham House, 19 St James, containing an open-access computer room, a student common room and seminar room for use by postgraduate research students. The School also hosts a series of seminars and other activities during the year, which are open to all postgraduate research students and staff in the College. Also based in Hatcham House is the Graduate School Office, whose staff oversee research students' progress and well-being and co-ordinate the generic training courses for postgraduate research students.

MPhil/PhD students receive an annual research allowance to support costs associated with their empirical studies and participation in external conferences.

Seminars

You have regular opportunities to meet up with other students and to make contact with staff.

The department runs a number of active visiting lecturer seminar programmes and a termly PhD symposium, where you learn about your colleagues' research and gain skills/training in giving presentations and other research skills including preparing a dissertation. You are also encouraged to attend any of our other specialised research seminar series (see page 7) open to staff, researchers and postgraduate students.

All postgraduates are invited to attend an annual Research Seminar event at which talks are given by a mixture of staff, postgraduates, and external speakers in an informal setting, usually held away from the department.

In addition, our annual Postgraduate Poster Party gives you, and other students, the opportunity to update the department on your work and to see what others are doing.

External conferences

You are strongly encouraged to present your work at external conferences. Both practical and financial support is available to assist you with this.

Assessment

Examination of the MPhil and PhD is by a longer thesis (60,000 words for an MPhil and 100,000 words for a PhD) and a viva voce (oral examination).



MSc in Cognitive and Clinical Neuroscience

1 year full-time or 2 years part-time

This exciting MSc began in September 2005 and has been developed to reflect the strong research profile in neuroscience within our department. The programme, developed in partnership with the Blackheath Brain Injury Rehabilitation Centre and Neurodisability Service (London), aims to equip you with a rigorous grounding in the theory and practice of cognitive and developmental clinical neuroscience. It provides a thorough coverage of historical, philosophical and scientific bases of modern neuroscience, technological and statistical procedures, and scientific knowledge relating to the specialisms of clinical and cognitive neuroscience.

This programme is oriented to graduates who want to undertake training in neuroscience before going on to PhD study, or to pursue or enhance a clinical career applying to Clinical Doctorate Programmes or working as Assistant Psychologist. **Note:** the MSc itself is not a clinical qualification.

Skills and careers

The programme is designed to equip you with a rigorous grounding in the theory and practice of cognitive and developmental clinical neuroscience. The course aims to develop research skills and clinical experience needed to apply for UK Clinical Psychology Doctorate programmes, and Research Postgraduate Doctorate programmes (MPhil/PhD) in cognitive neuropsychology and neuroscience. Typically, about half of the students who successfully completed this MSc have pursued a clinical career as Assistant Psychologists in NHS or related medical centres, and then applied for a Clinical Doctorate programme. A few EU students have also followed similar clinical careers in their own countries (e.g. Germany). Another consistent group of students who completed this MSc have applied for PhD programmes in Psychology or Neuroscience Departments in UK, Europe and US.

Transferable knowledge/skills are:

- Produce high quality reports showing evidence of intellectual rigour
- Carry out computer research in order to access research evidence and other materials
- Ability to critically evaluate published research papers
- Work independently and evaluate evidence in relation to complex applied problems
- Apply subject-specific knowledge to clinical situations
- Evaluate the ethical issues and healthcare implications of research findings

Entrance requirements

This MSc is open to those with, or who are expected to gain, a first degree in Psychology or a closely related discipline (e.g. neuroscience, speech sciences, medicine, cognitive science). You would normally need to achieve a grade of an upper second or equivalent. You will need to have some experience conducting research. In exceptional circumstances, other degrees and professional qualifications may be accepted.

What do you study?

The MSc consists of five compulsory courses and a research project. Most of the lectures, seminars and workshops on the programme run in the first two terms, but you are expected to pursue your studies beyond formal term times, particularly in respect of your research project.

Lectures, seminars and workshops for the programme are timetabled mainly for Mondays and Thursdays, but you may occasionally be required to attend other seminars and workshops held by the department and College. You must take all the courses listed in the syllabus.

The following topics are covered:

Biological Aspects of Brain Function

This course provides an understanding of brain anatomy and outlines the structure and function of the brain, from the level of neural transmission up to the major anatomical divisions and functions. The course also considers the clinical implications of different aetiologies of brain damage. The opportunity to build on this knowledge using interactive computer software is provided.

Methods and Techniques in Neuroscience

This course acquaints you with a range of modern techniques in neuroscience with particular emphasis on electrophysiology and neuroimaging. The strengths and limitations of these techniques and their application with patients are discussed. In addition to lectures, you are given the opportunity to see some techniques in action and to revise your computer programming skills.

Clinical and Cognitive Neuropsychology

This course provides an overview of current research in cognitive neuropsychology including underlying theories, specific research areas and the clinical application of this expertise in relation to rehabilitation. Topics correspond to staff interests, and are currently likely to include visuospatial neglect and extinction, memory disorders, apraxia, agnosia, and executive dysfunction as well as disorders of emotion and motivation. In addition to lectures, tutorials on theoretical and clinical issues will be run.

Developmental Cognitive Neuropsychology

This course introduces you to a variety of developmental disorders. It identifies the strengths and limitations of neuropsychological methods to the understanding of disorders of development, and considers the impact that understanding of developmental disorders has on the understanding of typical development, and vice versa. Topics reflect staff interests and may include dyslexia, autism, ADHD and sensory impairments. The course also considers the issue of co-morbidity. In addition to lectures and tutorials, a case demonstration is also presented.

Statistical methods

This course provides a brief revision of basic statistics as well as an understanding of a variety of key advanced statistical concepts and techniques used in quantitative research. Topics include inferential statistics, correlation, group comparisons, factor analysis, multiple regression, analysis of variance, MANOVA, ANCOVA, logistic analysis, regression and power calculations. Computer-based examples are included in order to practise the methods taught.

Research project

The research project requires you to carry out an empirically or theoretically based psychological project, in any area of cognitive neuropsychology or developmental cognitive neuropsychology. You might, for example, work with adults or children in a typical or atypical population. Other projects might consider performance in healthy volunteers where the theoretical content of the project has longer-term implications for neuropsychology. This must be an empirical piece of research, and will be supervised by at least one member of the lecturing staff in the department. The project provides you with invaluable, practical 'hands-on' experience of evaluating a particular research question. You have the opportunity to set your research question, determine and apply the methods to obtain the answers, and present, discuss and interpret the results. Because of particular issues relating to projects in this area (e.g. obtaining ethics approval, recruiting participants), you start your project in the first term. Work on your project continues full-time following the formal examinations in May until project submission in mid-September.

Attendance

We aim to teach all courses across two weekdays.

Assessment

You are assessed by a combination of coursework essays, written exams in May, oral presentation and a research project submitted in September.



MSc Foundations in Clinical Psychology and Health Services

1 year full-time

This exciting new MSc programme aims to provide students with a strong knowledge and experience base for progressing to or within health service careers, including clinical psychology, clinical research, and health service management. It will seek to equip students with an up-to-date knowledge of relevant theory and practical issues in UK health services (both NHS and privately provided), and develop the knowledge and skills necessary to undertake research and development in healthcare settings, including service evaluations, clinical audit, and intervention evaluations. Teaching on the programme will be carried out by both external health service professionals, including clinical practitioners and researchers, as well as staff in the Psychology Department. Students will have the opportunity to develop research and career interests in clinical settings as part of the research project.

This programme is intended for graduates in Psychology or related disciplines who are interested in progressing to careers in the health professions as practitioners, researchers or managers. It is also intended for current health service professionals with a degree in Psychology or related disciplines who wish to enhance their skills and knowledge in the areas covered by the programme as part of their continuing professional development. **Please note:** the MSc itself does not lead to a clinical qualification.

Skills and careers

The programme is designed to provide a foundation for graduates who are interested in developing the academic skills and experience needed to apply for UK Doctorate in Clinical Psychology programmes. It will also help develop skills and knowledge for those who seek to develop careers in the NHS and with private healthcare providers more generally, including careers in various Allied Health fields and NHS management. The programme is designed to facilitate career progression for those already working in the health sector, by developing new academic skills and experience, particularly in relation to research design and analysis.

Entrance requirements

This MSc is open to those with, or who are expected to gain, a first degree in Psychology or a closely related discipline (e.g. Health Studies, Neuroscience). You would normally need to achieve a grade of an upper second or equivalent. You should have some experience of conducting research as part of your first degree. In exceptional circumstances, other degrees and professional qualifications may be accepted.

What do you study?

The programme is comprised of core and optional courses over one year of full-time study, starting in September. Most lectures and seminars take place in the first two terms, but you are expected to pursue your studies beyond formal term time, particularly in respect of your research project. In addition to the taught courses described below, students should try to attend the Departmental Seminar Series – weekly talks by distinguished psychology academics.

You must complete the four core courses listed below, and then choose an additional three courses to complete from the optional courses.

Core courses

Contemporary Issues in Mental Health Services

This lecture course will introduce you to a range of issues relating to the provision of mental health services, and to the roles played by psychologists and health professionals. Lectures and seminars will be delivered by external health service professionals, including clinical practitioners, managers and clinical researchers.

Clinical Research Design and Analysis

This lecture course will introduce you to the fundamentals of clinical research design and develop knowledge and skills in data analysis, particularly pertaining to the analysis of clinical data. The lectures in this course will be supplemented by several computer workshops designed to develop and enhance practical skills in data analysis, and further develop familiarity with relevant statistical software.

Statistics

This lecture course will cover the foundations of statistical theory and practice in research. You will cover statistical techniques in the lectures, and learn to implement these techniques using statistical software in computer-based tutorials and workshops.

Research project

The research project will normally be focused on clinical audit and service evaluation, and will involve you developing a detailed understanding of the way in which a particular clinical service operates on a day-to-day basis. You will utilise existing data gathered by the service to describe demographic, clinical and functional characteristics of the service, and to evaluate the outcomes for the client/patient group. In some cases, and subject to feasibility in the setting, you may gather some additional data from staff and/or clients. You will analyse and interpret these data in the context of relevant empirical literature pertaining to services for that group, and will draw out the implications for future service developments. Depending on the interest and engagement from hospitals and other service providers, you may work with clinical teams and managers to carry out evaluations/audits of current services either on an individual basis or in small groups. Alternatively, you could use existing facilities in the Department of Psychology to carry out an empirical research project with a strong clinical focus. Overall, the research project is an opportunity to further develop and apply the research design and analysis skills taught in the programme to an applied clinical issue or problem.

Optional courses

In addition to the core courses described above, you will complete three optional courses from within the Department of Psychology. This could potentially include study in the following areas: Addictive Behaviours, Psychopathology, Organisational Behaviour and Health, Neuro-developmental Disorders, Topics in Neuropsychology, Developmental Cognitive Neuroscience and Behaviour Genetics. **Please note:** not all the options may be available every year.

Attendance

We aim to schedule teaching across two weekdays in the first and second terms, although there may occasionally be seminars or workshops outside these two days that should be attended. Term three is largely dedicated to the research project.

Assessment

You will be assessed by a combination of written and multiple-choice examinations, coursework, oral presentations and a research project dissertation.

MSc in Music, Mind and Brain

1 year full-time or 2 years part-time

This unique postgraduate programme focuses on the psychological and neuroscientific underpinnings of musical behaviour. It will appeal to you if you are interested in pursuing doctoral research in this area or if you are already a music professional (performer, composer, teacher, sound engineer or music therapist) wishing to complement your existing skills base with a scientific understanding of how music is perceived, created and performed.

Within the subject-specific context of the cognitive neuroscience of music, you will learn to: analyse and critically evaluate published research; use online resources to search for relevant published literature and databases; produce high quality reports; conduct statistical analyses and interpret data; design, conduct and write up a novel piece of independent research and present theoretical and/or experimental ideas to non-specialists.

Skills and careers

The programme will appeal to students who are interested in pursuing doctoral research in this area or if they are already a music professional wishing to approach music scientifically. Graduates from the Music, Mind and Brain programme have gone on to work in the following areas:

- Academia: Either pursuing a PhD, working in research position or engaged with university-level teaching
- Music and media industry
- Music practitioner or performer
- Music teacher

Other careers that would be informed by this programme include music therapy, neuro-rehabilitation, music consultancy and music and advertising. Among the transferable skills that are taught as part of the programme are general research design and data analysis skills, academic and popular writing in different styles and for different audiences, oral presentation skills, and the use of technology and new media for communication, research and the dissemination of ideas.

Entrance requirements

This MSc is open to those with, or who are expected to gain, a first degree in Psychology or a closely related discipline (e.g. neuroscience, cognitive science) with a research component. You would normally need to achieve a grade of an upper second or equivalent. If you have a background in music or a related subject, you will be required to demonstrate background knowledge and/or experience of psychological and/or neuroscientific approaches. Other degrees and professional qualifications may also be considered.

What do you study?

The programme covers: musical perception; musical cognition; musical development; the neuropsychology of music; biological aspects of brain function; methods and techniques in neuroscience; and statistics. The MSc also includes a distinguished speakers' seminar programme and a journal club. In addition, you will take part in a research project leading to a dissertation.

All courses are core to the programme. Most of the lectures, seminars and workshops run in the first two terms, but you are expected to pursue your studies beyond formal term times, particularly in respect of your research project.

Musical Perception (30 credits)

This course examines how we perceive musical sound, first considering the physical attributes of sound before introducing psychoacoustic and psychological studies of those aspects of sound that are relevant to musical perception. The lectures will include: layout and functional characteristics of the auditory system; the physical properties of sound and the relationship between measures of these physical attributes and our perception of them; perception of the building blocks of music (pitch, melody, rhythm, timbre); grouping principles required to interpret complex auditory scenes such as music; models of tonal and metrical processing.

Cognitive Neuroscience of Music (30 credits)

This course provides you with an understanding of the cognitive architecture of music and its neural substrate. In this course we focus on several strands by which the individual lectures are grouped: musical processing in acquired and developmental disorders, the role of expectation and memory in musical listening, theories of emotional processing in music, consideration of the origins of music, approaches to the study of performance and creativity and skill-learning and plasticity in musicians, the relationship between music and language, transfer effects from music to other domains, the use of music as a clinical tool.

Foundations of Neuroscience (15 credits)

This course provides you with an understanding of brain anatomy and functions and an appreciation of the available techniques to study the neural basis of behaviour. The lectures are organised into different strands: Strand 1: Neurons and neurotransmission, brain development, cortical and subcortical structures, vision and auditory functions in the adult healthy brain. Strand 2: Modern techniques in cognitive neuroscience, from EEG recording in humans, to EEG, MEG, fMRI and TMS.

Statistics (30 credits)

This course provides a brief revision of basic statistics as well as an understanding of a variety of key advanced statistical concepts and techniques used in quantitative research. Topics include inferential statistics, correlation, group comparisons, factor analysis, multiple regression, analysis of variance, MANOVA, ANCOVA, logistic regression and power calculations. Computer-based examples are included in order to practise the methods taught.

Research Skills (15 credits)

This course provides you with exposure to cutting edge research in the field of music cognition and neuroscience via the Invited Speaker Series. You will also learn generic research skills that will be foundational for their delivery of assessed coursework across the programme. In this course we focus on two strands: Strand 1: Invited speakers, representing a range of topics and approaches, will present their findings and engage in discussion with students. Strand 2: Generic research skills including bibliographic searching, essay writing, research report writing, oral presentation skills, use of stimulus presentation software, career planning, conducting a psychological experiment.

Research Project (60 credits)

You will carry out an empirical research project, investigating an aspect of musical behaviour from a cognitive and/or neuroscientific perspective. Supervisors will be core Goldsmiths and, in some cases, visiting tutors who are external to Goldsmiths. The project provides you with invaluable, practical 'hands-on' experience of addressing a particular research question. You are expected to set your research question, determine and apply the methods to obtain the answers, and present, discuss and interpret your results. Because of particular issues relating to projects in this area (e.g. obtaining ethics approval, recruiting participants), you sign up for a project in the first term. Work on this project continues full-time following the formal examinations in May until project submission in mid-September.

Attendance

Attendance is compulsory for all components of the programme. The taught components will be on the same two weekdays throughout the year.

Assessment

You are assessed by a combination of coursework essays, oral presentations, written exams in May and a research project submitted in September.



**“I have found the programme to be
healthily structured. The instructors are
dedicated to passing on to the students
the maximum amount of quality
knowledge within the framework of the
varied and always interesting lectures.”**

Réka Koren, MSc Music, Mind and Brain

MSc in Occupational Psychology/ Organisational Behaviour

1 year full-time
(or 2 years part-time from 2011)

Occupational or Work Psychology is concerned with understanding and improving the health and effectiveness of workers and organisations. It focuses on areas such as personnel selection and assessment, organisational change, training, occupational health, and employee relations and motivation. Both as a professional and as an academic field, occupational psychology has grown substantially over the past decade. Such growth is a vivid reflection of the increasing importance of psychology in work and organisational settings.

The Department of Psychology at Goldsmiths is exceptionally well placed to respond to student demands for specialist postgraduate training in occupational psychology by virtue of the strength of its staff group in this area. Occupational and applied psychologists in the department have international reputations – as recognised in a recent British Psychological Society (BPS) report – and combine academic excellence with considerable practical experience. The department has run the MSc in Occupational Psychology for over ten years and has a growing number of PhD level research students in work psychology.

The MSc aims to equip you with a thorough grounding in the knowledge base of occupational psychology, to provide you with the research skills necessary to conduct independent investigations to a high level of competence, and to impart core practitioner techniques and awareness. This programme has been designed in line with BPS Division of Occupational Psychology requirements and has been granted its accreditation.

Skills and careers

Since the early 1990s the UK has seen Occupational Psychology emerge as a distinct discipline within psychology, and the Goldsmiths MSc Occupational Psychology programme has been clearly established as one of the premier programmes of its type in the UK. This degree teaches you how to improve the productivity of organisations, and importantly, the health of individuals working in them. This programme of study also sets you on your way to occupational psychologist status, a legally protected profession in the UK. Against this backdrop, we have seen remarkable success amongst our graduates. Typically, our graduates find themselves in one of three types of setting. They often work for large commercial organisations as in-house consultants. Alternatively, many graduates are currently working in government settings as experts in occupational psychology related areas. Finally, a number of our graduates often work for medium to large sized consultancies that consult back into the aforementioned private and public sector organisations. If you would like to talk more about career options for Occupational Psychologists, please contact our programme director, Dr Nigel Guenole at n.guenole@gold.ac.uk.

External links

Members of the Work Psychology Group in the Department of Psychology are currently conducting a number of funded research programmes with both private and public sector organisations, including:

Kenexa
The Bank of England
British Sky Broadcasting
Chartered Institute of Personnel Development
Endemol UK
Goldman Sachs
Health and Safety Executive
BBC
PricewaterhouseCoopers
Department for Work and Pensions

Building upon these links, the group aims to ensure that the MSc in Occupational Psychology maintains its reputation of being one of the premier programmes of its kind in the UK. This status is clearly reflected in the excellent employment rate of our former MSc students.

Entrance requirements

You must have a first degree in Psychology, of at least upper second standard, from a university that confers the Graduate Basis for Registration (GBR) of the BPS. If you received your first degree in Psychology at a non-UK university, then you need to contact the BPS directly, so that they can determine whether or not your degree is eligible for GBR. As the BPS can take several months to do this, you are strongly advised to contact them as soon as possible. However, you can apply to the programme before you have had a decision from the BPS regarding GBR. For further information, please visit the BPS website at www.bps.org.uk.

Applicants who have a first degree of at least an upper second, or equivalent, in Psychology that does not confer GBR can be considered for the MSc in Organisational Behaviour, which has content identical to the MSc in Occupational Psychology. This pathway is particularly suitable for students from overseas who do not seek BPS recognition.

For both programmes, preference is given to applicants with work experience (of any kind).

What do you study?

The MSc programme runs for one calendar year, starting in September. Most lectures and seminars are in the first two terms, but you are expected to pursue your studies beyond formal term times. Apart from the individual courses listed in the syllabus, you are required to attend other seminars and workshop series.

The following, while indicative of the broad content of the courses, is not a full and comprehensive account of all the topics to be covered:

Personnel Selection and Motivation

This course will cover: job analysis; theories of performance; methods for assessing and selecting candidates; forming judgements and making decisions; basic and work-oriented theories of motivation; motivating employees; the use of rewards and reward systems; related topics in employee relations (e.g. the influence of 'fairness perceptions' on employee motivation); and the scientist-practitioner perspective.

Training and Development

Training and development activities in organisations will be covered in this course, including: training-needs analysis; training development and delivery; models of training evaluation; career development and transitions; talent management; leadership development and individual approaches to employee personal development (e.g. Myers-Briggs Type Indicator).

Human Factors and Ergonomics

On this course we will discuss job demands and job design; ergonomics; person-centred and job-centred approaches; person-machine interface, human-computer interaction; psychological well-being at work; stress management; repetitive strain injury; organisational health assessment; human error; and shift work.

Research Design and Analysis

This course will cover: basic concepts in research design; variables and definitions; populations and samples; reliability and validity, meta-analysis; experimental methods; quasi-experimental design; quality of life in the workplace; social indicators; evaluation research; observation methods and survey research; questionnaires and modular survey design; survey research; comparison groups and norms; new paradigms; ethics in research; and applying research methods to small groups in organisations.

Advanced Statistics

Topics will include: descriptive and inferential statistics; principles of correlation and association; group comparisons (ANOVA); factor analysis and applications; and multiple linear and nonlinear (logistic) regression with applications and extensions.

Research project

The aim of the project is to give practical 'hands-on' experience of evaluating a particular research question. By confronting the conceptual, methodological and logistical problems faced by all researchers, you will gain a deeper understanding of the existing research literature. Moreover, it will provide you with useful experience for carrying out research in the context of an organisation, or experimentally in our laboratories.

A secondary aim of the project is to familiarise you with the task of structuring your ideas around the standard framework of research reporting used by management scientists and occupational psychologists. There is a framework for logically ordering the progression of ideas from initial research questions, through methods used to obtain answers, to presentation of results and discussion and interpretation of findings. You normally start the project in the second term, together with necessary literature reviews and research design. The project continues as a full-time activity following final examinations in May/June through to its submission in September. A series of workshops are run giving you support and guidance in carrying out your project.

Additional workshops and seminars

Professional skills workshops

These are a series of practical and participative workshops that aim to improve your operational skills as practising occupational psychologists. In accordance with the BPS framework, these workshops address skills development in the area of presentation skills, interviewing skills, appraisal, and other relevant topics.

Level A and B Testing

You are offered training in Level A and B test administration. This training course qualifies candidates to purchase and administer ability and personality tests, and is recognised by the BPS and UK test publishers. It is offered to all students enrolled in this MSc at Goldsmiths at significantly reduced rates when compared with Level A and B testing elsewhere in the UK.

Distinguished Speakers Series

Through this series you have an opportunity to learn from eminent academics and practitioners in the field of occupational psychology. All speakers have considerable standing within the profession, and are drawn from academic, industrial and consultancy settings.

Tutorial system

Tutorials are given for the major taught courses of the programme, with smaller tutorial groups normally of 6-12 students. The tutorial system aims to provide an in-depth exploration and critique of important topics in each area of competence, and to clarify the relevance of current research to professional practice in the field.

Personal tutorial system

You are assigned a member of academic staff as your Personal Tutor. This relationship is designed not only to monitor your progress but to provide an initial point of approach for you in the event of any difficulties, whether academic or personal, during your studies at Goldsmiths.

Attendance

You attend the majority of your lectures, tutorials and workshops on Mondays and Tuesdays during term-time (autumn and spring), but there may be occasions when you need to attend at additional times during the week, such as for the optional Level A and Level B test training. The third term is largely dedicated to the research project.

Assessment

Your performance is assessed by formal examinations, coursework and a 10,000-word dissertation.



MSc in Research Methods in Psychology

1 year full-time or 2 years part-time

This MSc has been designed to enable you to develop good skills in psychological research, whether in preparation for MPhil/PhD study, for experimental research work or for application in allied professions such as education, health or psychiatry. The programme equips you with a broad training in the methodology underlying empirical work in the behavioural and social sciences, including the fundamentals of quantitative and qualitative research. A substantial part is devoted to providing practical, 'hands-on' experience of the methodologies and techniques covered.

The programme will enable you to: gain a thorough knowledge of a range of behavioural and social science methodologies; correctly apply advanced statistical and computing techniques; enhance your skills in critical analysis and evaluation of research findings; consider philosophical and ethical issues in relation to science in general and to psychological research in particular; develop expertise in data collection, handle large data sets and data analysis; and appropriately plan and design, present and evaluate effective psychological research studies.

A novel and flexible feature of this MSc is that several of your assessments are structured around specific research content areas, chosen by you to match your interests.

Recognition for ESRC '1+3' and '+3' funding has been awarded for both the full-time and part-time programmes.

Skills and careers

After completion of this course, you will have acquired extensive skills in research project management, data handling, data analysis and interpretation. These skills can be applied to address questions in a range of domains including academic questions and more applied questions relevant to organisations and policy making. Many RMIP graduates go on to enrol on a PhD programme; others find employment in a number of areas, including the health sector and education.

Entrance requirements

You must have an honours degree (minimum lower second) or equivalent in Psychology, although almost all conditional offers require at least an upper second.

What do you study?

The MSc runs for one academic year full-time or two years part-time. Most of the lectures, seminars and workshops on the programme run in the first two terms, but you are expected to pursue your studies beyond formal term times, particularly in respect of your research project. Lectures, seminars and workshops for the programme are timetabled mainly for Mondays and Tuesdays, but you may occasionally be required to attend other seminars and workshops held by the department and College. You must take all the courses listed in the syllabus.

The list below provides an overview of the topics covered in each course. All courses include a strong practical component.

Qualitative Methods in Psychology (15 credits)

This course seeks to provide you with a critical and flexible approach to methodological issues in psychology and to equip you with the skills required for the collection and analysis of qualitative data from within a psychological framework.

Critical Analysis (15 credits)

This course encourages you to engage with the research of a psychologist who is external to the department and to consider that research within a wider psychological context. You will be evaluating the work presented by a psychologist visiting the department in the context of the Departmental Seminar Series. The course seeks to foster skill in evaluating both the content and methods of a particular piece of research and to develop critical thinking concerning the presentation of research findings.

Research Design and Analysis (15 credits)

This course focuses on qualitative methods, critical analysis and research design. It aims to provide you with an introduction to the theory, analysis and application of qualitative methods for psychological research; an understanding of, and the skills necessary for, research design within a psychological framework; plus enhanced critical analysis skills. Topics include the role and basis of qualitative and experimental approaches, interviewing and observational methods and analysis, content analysis, discourse analysis, ethnographic and other 'non-experimental' methods of research in psychology, grounded theory, qualitative computer analysis, basic design concepts, survey research, new paradigms, and ethical and philosophical considerations. In addition, you will produce several pieces of coursework including a constructive written critique of a research talk, emphasising methodological aspects.

Statistical Methods (60 credits)

This course provides a brief revision of basic statistics, an understanding of a variety of key advanced statistical concepts and techniques used in quantitative research. Topics include inferential statistics, correlation, group comparisons, factor analysis, multiple regression, analysis of variance, MANOVA, ANCOVA, logistic analysis and regression, power calculations, classical test theory, reliability, re-sampling and other non-parametric techniques.

Theoretical Issues in Psychology (15 credits)

This course acquaints you with the philosophical foundations of psychological knowledge, and allows you to evaluate how this relates to science as a whole. In addition, the course provides an overview of different forms of psychological understanding and how these may be combined into an integrated view of human nature. Current controversies and methods are explored to consider the limits of current psychological understanding. Topics include: rationalism and empiricism in philosophy; the development of psychological science; science versus non-science; verifiability and falsifiability; subjectivity, inter-subjectivity and objectivity; scope and limits of reductionism; current issues and controversies in psychology, and differing levels of psychological explanation.

Research Project (60 credits)

You will produce an empirical piece of research leading to a research project, supervised by at least one member of the lecturing staff in the department. The project provides invaluable, practical 'hands-on' experience of evaluating a particular research question. You have the opportunity to set your research question, determine and apply the methods to obtain the answers, and present, discuss and interpret the results. You normally start your project in the second term, together with necessary literature reviews and research design. Work on your project will continue full-time following the formal examinations in May up until project submission in mid-September.

Additional workshops and seminars

You are also required to attend some of the department's programme of Invited Speakers' talks given by distinguished academics in psychology, and to produce a written critique on one of these. You are welcome to attend the department's other seminar series, which are hosted by eminent academics and practitioners.

Computer Use

Practical computing sessions are held covering the implementation and application of the techniques outlined in the Statistical Methods course, using the SPSS package. Past experience with SPSS is an advantage but is not necessary.

Goldsmiths research training courses

You should attend various short generic research skills and methods training courses run by Goldsmiths. These sessions typically last between one and two hours, and run throughout the year on various days. Evening sessions are generally available.

Attendance

You are expected to attend all lectures, seminars and practical classes. Most of these take place on Mondays and Tuesdays during the first and second terms. The third term is largely dedicated to the research project.

Assessment

Assessment is by coursework, written exams in May and a research dissertation submitted in September.



Staff and their research interests

Professor Joydeep Bhattacharya BE PhD

Neural signal processing and integrative brain functioning; oscillatory brain dynamics; network connectivity analysis; non-linear dynamics and chaos; time series analysis; multisensory processing; insight problem solving; perception of music and visual art; neuro-aesthetics.

Professor Frank Bond BA PGDip MSc PhD ICTLHE (Head of Department)

Evaluating process and outcome in stress management and work reorganisation interventions; identifying organisational and psychological factors that predict health and work effectiveness; acceptance and mindfulness-based cognitive-behaviour therapies at work, including Acceptance and Commitment Therapy.

Dr Andrew Bremner BA DPhil (Senior Lecturer)

Perceptual and cognitive development; object knowledge and spatial representation in infancy and early childhood; the development of visual perception in early infancy; the development of crossmodal perception in infancy; the development of learning and cognitive control.

Dr Tomas Chamorro-Premuzic BSc MSc MPhil PhD

(Reader) Individual differences; personality and intelligence; human performance; organisational psychology; creativity; emotional intelligence; consumer behaviour; and psychometrics.

Dr Gianna Cocchini BSc PhD (Lecturer)

Neuropsychology; visuo-spatial disorders, in particular unilateral neglect and extinction; unawareness of illness (anosognosia); attention and memory disorders in patients suffering from Alzheimer's disease.

Dr Andrew Cooper BA PhD (Lecturer)

Individual differences; biologically based theories of personality; psychometrics and personality assessment; mood induction and emotion; emotion regulation; decision-making; problem gambling.

Dr Debbie Custance BSc PhD (Lecturer)

Developmental-comparative psychology with special emphasis on social learning and parent-offspring relationships in human and non-human primates and domestic dogs.

Professor Jules Davidoff BSc PhD DSc

CPsychol FBPsS

Cognitive neuropsychology and cognitive psychology: object and face perception, object-knowledge and its relationship to object and action naming. All aspects of colour processing.

Dr Jan de Fockert MSc PhD (Senior Lecturer)

Visual selective attention, in particular the role of control functions of the frontal cortex in distractor processing. Functional neuroimaging of selective attention.

Dr Jonathan Freeman MPhil PhD

(Managing Director, i2 media research limited and part-time Senior Lecturer)

Motivations and barriers to the adoption and use of interactive media (digital TV, internet, broadband, mobile, computer games). Attitudes towards and consumption of media and technology, user experience, user-centred design, usage scenarios for new media products and services, and subjective and objective measurement of presence in virtual and mixed reality environments.

Professor Christopher C French BA PhD

CPsychol FBPsS FRSA

(Head, Anomalistic Psychology Research Unit)

The psychology of paranormal belief and ostensibly paranormal experiences. The effects of emotion on cognitive processes.

Dr Lorna Goddard BSc PhD (Senior Lecturer)

The use of autobiographical memory in social problem-solving, particularly in relation to depression, gender and Asperger syndrome. Autobiographical memory in visual impairment.

Dr Alice Gregory BA PhD (Senior Lecturer)

Developmental psychopathology, anxiety, depression, sleep problems, longitudinal epidemiology and behavioural genetics.

Dr Nigel Guenole BA MA GradDipApplStat PhD (Lecturer)

Individual Differences, Measurement techniques for the assessment of leadership capability. The application of modern statistical methods to issues in organisational psychology.

Professor Pam Heaton BSc PhD

Neuropsychology of musical cognition. Musical and linguistic pitch processing in neurodevelopmental disorders. Savant syndrome.

Dr Elisabeth Hill BSc PhD CPsychol (Reader)

Cognitive aspects of neurodevelopmental disorders including executive function, social cognition and motor coordination across the lifespan. Disorders of interest include autism spectrum disorder and developmental coordination disorder. Autism and Employment.

Dr Alice Jones BSc PhD (Lecturer)

Neuropsychological and neuroscience investigations of antisocial behaviour in children and adolescents, including callous-unemotional traits and early psychopathic behaviour; empathy and emotion processing in children and adolescents with emotional and behavioural problems and in children involved in bullying; social inclusion of children and adolescents with developmental disorders in mainstream education.

Dr Yulia Kovas BA MA BSc MSc PhD (Lecturer)

Genetic and environmental etiology of individual differences in mathematical ability and disability, and the etiology of covariation and comorbidity between different learning abilities and disabilities; genetic and environmental etiology of common psychopathology; and links between mental and physical health. Quantitative and molecular genetics, psychology and neuroimaging.

Dr Madoka Kumashiro BA BSc MA PhD (Lecturer)

Social psychology and personality – self in interpersonal contexts: role of close others on facilitating self-regulation and motivation; individual differences and interpersonal processes; balancing personal and relational needs; personal and relational well-being.

Dr Karina Linnell MA MSc PhD (Senior Lecturer)

Visual attention and action; visual attention and memory; the role of visual objects; visual perception, especially grouping and object constancies; neuropsychological studies of attention and perception; brain imaging of attention.

Dr Daniel Müllensiefen MA PhD (Lecturer and co-director of the MSc in Music, Mind and Brain)

Music psychology, in particular memory for music and melodies as well as the perception of musical similarity and the social psychology of music; statistical and computational models of cognition; similarity perception in general; corpus-based musicology; cognitive issues related to music copyright; and Spanish music.

Professor Alan Pickering BA PhD

Memory; neuropsychology; attention; amnesia; frontal lobe functions; the biological basis of personality and especially its relationship with behaviour under reward and dopaminergic neurotransmission; formal modelling of learning; schizophrenia; psychological statistics; psychopharmacology.

Professor Jane Powell BA MPhil PhD

Chartered Clinical Psychologist

(Pro-Warden, Research and Enterprise)

Neuropsychology; brain injury; rehabilitation after brain injury; psychopharmacology; cognitive assessment; assessment of disability and participation; addiction; motivation and motivational impairments.

Professor Linda Pring BSc PhD CPsychol AFBPsS

Developmental cognitive neuropsychology, with an emphasis on early social behaviour, reading and memory; the psychology of visual handicap; talent and intelligence with respect to savant performance.

Dr Caroline Rix BSc PhD CPsychol (Lecturer)

Social psychology; small group processes; influence, persuasion and attitude change. Internet psychology; aspects of online communication.

Professor Peter Smith BA PhD CPsychol FBPpS

(Head, Unit for School and Family Studies)

Social development in the home and school; play; friendship; aggression and bullying in childhood; grandparent/grandchild relationships; human ethology and sociobiology.

Dr Lauren Stewart BSc MSc PhD (Senior Lecturer)

Neuro-cognitive aspects of musical behaviour including musical learning, the generation of musical expectancies and disorders of musical listening.

Professor Timothy Valentine BSc PhD
CPsychol FBPSS

Face recognition; eyewitness identification
and testimony; psychology and law.

Dr José van Velzen MSc PhD (Lecturer)

Visual, tactile and auditory attention and cross-
modal links between modalities; response
preparation and the interaction with perception and
selective processing; spatial processing in egocentric
and allocentric space; spatial processing in the blind.

Professorial Fellow

Professor John Gruzelier MA PhD FBPSS FIOP

EEG neurofeedback, particularly in relation to
creativity and the performing arts; schizophrenia and
personality disorders; hypnosis and energy medicine.

Emeritus Professors

Professor Clive Fletcher BA PhD CPsychol FBPSS

Occupational psychology; the influence of
personality and cognitive factors in self assessment
and self awareness; performance appraisal and
performance management; assessment centres.

Professor Max Velmans BSc PhD CPsychol FBPSS

Consciousness studies, with a particular focus on
integrating work in philosophy, cognitive psychology,
neuropsychology, and mind/body relationships in
clinical practice.

Emeritus Reader

Dr Herb Blumberg MA PhD AFBPSS

Social psychology and social research methods,
particularly group processes, social cognition,
conflict resolution, social exchange.

Contact us

Once you have read this booklet and the relevant sections of the Postgraduate Prospectus, if you have any specific queries, please contact the Department of Psychology on +44 (0)20 7919 7879, fax +44 (0)20 7919 7873, or e-mail psychology@gold.ac.uk.

If you have any other questions, or would like a prospectus, please contact us as follows:

Admissions Office
telephone +44 (0)20 7078 5300
fax +44 (0)20 7919 7509
or e-mail admissions@gold.ac.uk

We can supply information in alternative formats for people with a visual impairment or dyslexia. Please contact Admissions on +44 (0)20 7078 5300, or e-mail admissions@gold.ac.uk for further details.

Did you find this booklet helpful?

We would welcome any comments you have about the content or design of this booklet. Please e-mail ext-comms@gold.ac.uk, or write to Communications and Publicity, Goldsmiths, University of London, New Cross, London SE14 6NW, stating the name of the booklet.

All information is treated in the strictest confidence and will in no way affect any application you make to Goldsmiths. No personal data is kept on file.



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Obligations of the University

Goldsmiths undertakes all reasonable steps to provide educational services including teaching, examination, assessment and other related services, set out in its prospectuses and programme literature (“Educational Services”). However, except where otherwise expressly stated, Goldsmiths regrets that it cannot accept liability or pay any compensation where performance or prompt performance of its obligations to provide Educational Services is prevented or affected by “force majeure”. “Force majeure” means any event which Goldsmiths could not, even with all due care, foresee or avoid. Such events may include (but are not limited to) war or threat of war, riot, civil strife, terrorist activity, industrial dispute, natural and nuclear disaster, adverse weather conditions, interruption in power supplies or other services for any reason, fire and all similar events outside our control.



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Goldsmiths is one of 15 universities across England and Scotland participating in phase three of the Carbon Trust's Higher Education Carbon Management (HECM) programme, highlighting a commitment to cutting carbon emissions and reducing energy costs.



At Goldsmiths we believe that an understanding of sustainability in terms of environmental, social and economic matters is fundamental to holistic learning, and we acknowledge that protection of our environment is an integral part of good and sustainable institutional practice. We recognise that the College can contribute towards environmental protection and conservation by improving our own environmental practices and promoting awareness of both corporate and individual responsibility to all students and staff. We have resolved to achieve a continual improvement in how we measure and minimise our own environmental impacts.

Our Mission

We offer a transformative experience,
generating knowledge and stimulating
self-discovery through creative, radical and
intellectually rigorous thinking and practice.

Goldsmiths
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