Goldsmiths
UNIVERSITY OF LONDON

MSc Cognitive and Clinical Neuroscience
Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: MSc Cognitive and Clinical Neuroscience

Name of Interim Exit Award(s):

Postgraduate Certificate in Cognitive and Clinical Neuroscience

Postgraduate Diploma in Cognitive and Clinical Neuroscience

Duration of Programme: 1 year full-time or 2 years part-time

UCAS Code(s): Not applicable

HECoS Code(s): (101381) Cognitive Neuroscience

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: November 2022

Home Department: Psychology

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

Not applicable

Programme overview

This exciting MSc reflects the broad-ranging and strong neuroscience research profile of our Department, equipping you with a rigorous grounding in the theory and applications of cognitive, clinical, and developmental neuroscience.

Programme entry requirements

You should have (or expect to be awarded) an undergraduate degree of at least upper second class standard in Psychology or a closely related scientific discipline (neuroscience, speech sciences, medicine, cognitive science) with a research component. You might also be considered even if you are not a graduate or your degree is in an unrelated field but you have relevant experience and can demonstrate that you have the ability to work at postgraduate level. Applications from overseas students are welcome and we accept a wide range of international equivalent qualifications.

If your first language is not English, you will need to be able to demonstrate the required level of English Language competence to enrol on our programmes. The College's normal requirement is an IELTS score of 6.5 or equivalent.

Aims of the programme

This one year full-time (two years part-time) programme of study aims to equip you with a rigorous grounding in the theory and practice of cognitive and developmental clinical neuroscience.

The Programme provides a thorough coverage of the historical, philosophical and scientific bases of modern neuroscience. The emphasis is on scientific knowledge relating to the specialisms of clinical and cognitive neuropsychology with theoretical and some practical coverage of training in methods and techniques relevant to cognitive and clinical neuroscience research.

This programme is intended primarily for graduates in Psychology, or closely related disciplines, who wish:

1. To pursue further academic research (MPhil/PhD) in experimental psychology or neuroscience;
2. To teach in higher education;
3. To develop further knowledge for clinical careers involving work with brain-damaged patients or people suffering from developmental cognitive disorders); or
4. To develop theoretical and some practical knowledge in the application of cognitive and clinical neuroscience methods and techniques for research purposes.

Please note that the MSc itself does not lead to a clinical qualification in the UK.

What you will be expected to achieve

Students who successfully complete the Postgraduate Certificate will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Understand the historical, philosophical and scientific bases of neuroscience	Research Design and Analysis, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology

Code	Learning outcome	Taught by the following module(s)
A2	Clear understanding of the interdependence between theory and experiment in neuroscience research	Research Design and Analysis, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
A3	Demonstrate knowledge of main brain structures and functioning	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
A4	Plan appropriate statistical analysis to address research hypotheses	Research Design and Analysis; Developmental Cognitive Neuropsychology
A5	Carry out independent literature research to address a specific neuroscience question	Research Design and Analysis; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
A6	Critically evaluate research studies	Research Design and Analysis; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
A7	Demonstrate clear understanding of the ethical and public policy issues of the applications of neuroscience	Research Project; Clinical and Cognitive Neuropsychology Developmental Cognitive Neuropsychology
A8	Understand role of cognitive neuroscience methods to investigate scientific questions	Research Project; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
A9	Demonstrate broad knowledge of the clinical syndromes following brain damage	Clinical and Cognitive Neuropsychology
A10	Demonstrate advanced knowledge of the clinical issues (e.g. diagnosis and cognitive rehabilitation) of cognitive deficits following brain damage and in developmental disorders	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
A11	Demonstrate advanced knowledge of the clinical tools available and how to choose the appropriate method of clinical investigation	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Understand the role of cognitive models in neuroscientific research	Research Design and Analysis

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	See Cognitive and Thinking Skills	

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Produce high quality reports showing evidence of intellectual rigour	Research Design and Analysis, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
D2	Carry out computer research in order to access research evidence and other materials	Research Project; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
D3	Critically evaluate published research papers	Research Design and Analysis, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
D4	Evaluate evidence in relation to complex research problems	Research Design and Analysis, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
D5	Evaluate the ethical issues and implications of research findings	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
D6	Apply subject-specific knowledge to clinical situations	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
D7	Evaluate the ethical issues and healthcare implications of research findings	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology

Students who successfully complete the Postgraduate Diploma will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Understand the historical, philosophical and scientific bases of neuroscience	Foundations of Neuroscience, Research Design and Analysis, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience
A2	Clear understanding of the interdependence between theory and experiment in neuroscience research	Foundations of Neuroscience, Research Design and Analysis, Statistical Methods, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology Advanced Methods and Techniques in Neuroscience
A3	Demonstrate detailed knowledge of brain structures and functioning	Foundations of Neuroscience, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience
A4	Demonstrate a broad knowledge of a range of neuroscience technologies	Foundations of Neuroscience, Advanced Methods and Techniques in Neuroscience
A5	Carry out extensive statistical analysis and interpretation of neuroscience data	Foundations of Neuroscience; Research Design and Analysis; Statistical Methods; Developmental Cognitive Neuropsychology; Advanced Methods and Techniques in Neuroscience
A6	Carry out independent literature research to address a specific neuroscience question	Foundations of Neuroscience; Research Design and Analysis; Statistical Methods; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology; Advanced

Code	Learning outcome	Taught by the following module(s)
		Methods and Techniques in Neuroscience
A7	Critically evaluate research studies	Foundations of Neuroscience; Research Design and Analysis; Statistical Methods; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology; Advanced Methods and Techniques in Neuroscience
A8	Demonstrate clear understanding of the ethical and public policy issues of the applications of neuroscience	Foundations of Neuroscience; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology; Advanced Methods and Techniques in Neuroscience
A9	Understand the role of cognitive neuroscience methods to investigate scientific questions	Foundations of Neuroscience; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology; Advanced Methods and Techniques in Neuroscience
A10	Demonstrate broad knowledge of the clinical syndromes following brain damage	Clinical and Cognitive Neuropsychology
A11	Demonstrate advanced knowledge of the clinical issues (e.g. diagnosis and cognitive rehabilitation) of cognitive deficits following brain damage and in developmental disorders	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
A12	Demonstrate advanced knowledge of the clinical tools available and how to choose the appropriate method of clinical investigation	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Demonstrate detailed advanced knowledge of programming and data	Advanced Methods and Techniques in Neuroscience

Code	Learning outcome	Taught by the following module(s)
	analysis, as well as hands-on training in human brain stimulation (transcranial magnetic stimulation [TMS]; transcranial electric stimulation [TES]), electroencephalography (EEG) and the analysis of functional magnetic resonance imaging (fMRI) data	
B2	Understand the role of cognitive models in neuroscientific research	Research Design and Analysis

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	See Cognitive and Thinking Skills	

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Produce high quality reports showing evidence of intellectual rigour	Foundations of Neuroscience; Research Design and Analysis, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience
D2	Carry out computer research in order to access research evidence and other materials	Foundations of Neuroscience; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience
D3	Critically evaluate published research papers from different perspectives (i.e. rational, methods, statistic, discussion, implications)	Foundations of Neuroscience, Research Design and Analysis, Statistical Methods, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience

Code	Learning outcome	Taught by the following module(s)
D4	Evaluate evidence in relation to complex research problems	Foundations of Neuroscience, Research Design and Analysis, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience
D4	Evaluate the ethical issues and implications of research findings	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology Advanced Methods and Techniques in Neuroscience
D6	Apply subject-specific knowledge to clinical situations	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology

Students who successfully complete the MSc programme will be able to

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Understand the historical, philosophical and scientific bases of neuroscience	Foundations of Neuroscience, Research Design and Analysis, Research Project, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience
A2	Clear understanding of the interdependence between theory and experiment in neuroscience research	Foundations of Neuroscience, Research Design and Analysis, Statistical Methods, Research Project, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience
A3	Demonstrate detailed knowledge of brain structures and functioning	Foundations of Neuroscience, Research Project, Clinical and Cognitive Neuropsychology,

Code	Learning outcome	Taught by the following module(s)
		Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience
A4	Demonstrate a broad knowledge of a range of neuroscience technologies	Foundations of Neuroscience, Research Project, Advanced Methods and Techniques in Neuroscience
A5	Carry out extensive statistical analysis and interpretation of neuroscience data	Foundations of Neuroscience; Research Design and Analysis, Statistical Methods; Research Project; Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience
A6	Carry out independent research to address a specific neuroscience question	Foundations of Neuroscience; Research Design and Analysis; Statistical Methods; Research Project; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology; Advanced Methods and Techniques in Neuroscience
A7	Critically evaluate research studies	Foundations of Neuroscience; Research Design and Analysis; Statistical Methods; Research Project; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology; Advanced Methods and Techniques in Neuroscience
A8	Demonstrate clear understanding of the ethical and public policy issues of the applications of neuroscience	Foundations of Neuroscience; Research Project; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology; Advanced Methods and Techniques in Neuroscience
A9	Apply cognitive neuroscience methods to investigate scientific questions	Foundations of Neuroscience; Research Project; Clinical and Cognitive Neuropsychology,

Code	Learning outcome	Taught by the following module(s)
		Developmental Cognitive Neuropsychology; Advanced Methods and Techniques in Neuroscience
A10	Demonstrate broad knowledge of the clinical syndromes following brain damage	Clinical and Cognitive Neuropsychology
A11	Demonstrate advanced knowledge of the clinical issues (e.g. diagnosis and cognitive rehabilitation) of cognitive deficits following brain damage and in developmental disorders	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
A12	Demonstrate advanced knowledge of the clinical tools available and how to choose the appropriate method of clinical investigation	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Demonstrate detailed advanced knowledge of programming and data analysis, as well as hands-on training in human brain stimulation (transcranial magnetic stimulation [TMS]; transcranial electric stimulation [TES]), electroencephalography (EEG) and the analysis of functional magnetic resonance imaging (fMRI) data	Advanced Methods and Techniques in Neuroscience
B2	Understand the role of cognitive models in neuroscientific research	Research Design and Analysis,

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	See Cognitive and Thinking Skills	

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Produce high quality reports showing evidence of intellectual rigour	Foundations of Neuroscience; Research Design and Analysis, Research Project; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience
D2	Carry out computer research in order to access research evidence and other materials	Foundations of Neuroscience; Research Project; Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience
D3	Critically evaluate published research papers from different prospectives (i.e. rational, method, statistics, discussion, implications)	Foundations of Neuroscience, Research Design and Analysis, Statistical Methods, Research Project, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience
D4	Work independently and evaluate evidence in relation to complex applied problems	Foundations of Neuroscience, Research Design and Analysis, Research Project, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience
D5	Evaluate the ethical issues and implications of research findings	Research Project, Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology, Advanced Methods and Techniques in Neuroscience

Code	Learning outcome	Taught by the following module(s)
D6	Apply subject-specific knowledge to clinical situations	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
D7	Evaluate the ethical issues and healthcare implications of research findings	Clinical and Cognitive Neuropsychology, Developmental Cognitive Neuropsychology
D8	Use different methods, techniques and data analysis for cognitive neuroscience research	Advanced Methods and Techniques in Neuroscience
D9	Become an informed consumer of neuroscience research and data	Advanced Methods and Techniques in Neuroscience

How you will learn

General learning and assessment strategies

The teaching and learning methods to which you will be exposed have been designed in recognition of: (a) the different knowledge routes to learning; (b) the learning requirements of different types of information and skills; and (c) the need for you to engage in a complementary range of learning activities leading to the synthesis of academic knowledge and professional skills/competencies.

Learning and assessment strategies

To achieve the learning outcomes, you will experience a range of teaching/learning methods, including formal lectures, workshops, seminars, module work (essays, research proposal) and the conduct of an independent research project.

Professional competencies are integral to teaching throughout the programme, during which you will be provided with many opportunities for discussion and debate. This learning strategy is designed to challenge your preconceptions, facilitate your independent thought, and enable you to develop an independent critical perspective.

You will attend lectures in order to gain the necessary background theoretical knowledge, which will then be used in practical activities to develop the skills and competencies necessary for the application of neuroscience.

You will be required to attend an "Invited Speakers" series of talks in cognitive and clinical neuroscience, exposing you to leading-edge researchers and to contemporary ideas and practices in the field. This may help you with decisions concerning your future career.

How you will be assessed

The learning outcomes are assessed by a variety of means: (1) 6 unseen examinations; (2) 2 extended essays; (3) 1 large empirical Research Project; (4) 2 oral presentations; (5) 2 reports. You will find the content of the MSc programme, both its theoretical and applied aspects, challenging; however, the specific goals, and the means of achieving these goals, are clearly specified in the form of module outlines.

You will receive feedback on written work (i.e. extended essays) and oral presentation in the form of structured numerical ratings of the logic of your arguments, their coherence, references, coverage of background literature, etc., as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses in order to allow you to know how to improve your work. During meetings with your Personal Tutor, you will have further opportunity to receive feedback and academic guidance.

The written and oral feedback you will receive is designed to serve a number of functions: (a) to identify areas in need of further development, (b) to develop your knowledge and appreciation of theoretical and applied material, and to encourage you to think critically and independently; and (c) to provide you with tangible criteria against which to monitor your progress.

The reliability and validity of these forms of assessments are assured by group meetings between tutors. In addition, all summative work is either second marked or moderated. Detailed criteria for marking bands are provided in the Programme Handbook.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	In addition to the criteria for an excellent grade it will also have an excellent or original line of argument that can be followed very easily.
70-79%	Distinction	Overall the work shows evidence of rigorous analytical research in its conceptualisation; an excellent level of response to the set tasks; the conceptual coherency of the work is strong and ideas are researched and deployed within a clearly defined contextual framework. The work shows ample evidence of sustained academic enquiry, draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks.

Mark	Descriptor	Specific Marking Criteria
		A mark of 70% - 79% is likely to be awarded to work that: • addresses the topic in an explicit manner • announces its structure at the start and stick closely to this announced structure • has relationships between statements that are very easy to recognise • gives wide-ranging and appropriate evidential support for claims that are made The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.
60-69%	Merit	Overall evidence of a very good level of response to the set tasks; the conceptual coherency of the work is good and ideas are researched and deployed within a defined contextual framework. The work shows evidence of sustained academic enquiry, draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks. A mark of 60% - 69% is likely to be awarded to work that: • attempts to address the topic or answer the question • has a detectable structure which is adhered to for the most part • has relationships between statements that are generally easy to follow • has a good quality line of argument • supports claims by reference to relevant literature Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.
50-59%	Pass	Overall mainly adequate level of response to the set task; the conceptual coherency of the work is largely adequate and ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework. The work shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed.

Mark	Descriptor	Specific Marking Criteria
		A mark of 50% - 59% is likely to be awarded to work that: • presents relevant material but fails to use it to answer the question or address the issue • has a structure, but one that is rather loose and unannounced • has relationships between statements that are sometimes hard to follow • has a fair quality line of argument (information drives argument, rather than other way round) • tends to make claims without sufficient supporting evidence Within this category, the mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.
30-49%	Fail	Overall the work may not be without merit but not Masters standard. The concepts in question are realised inappropriately or under-developed. The work shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed. A mark of 30-49% is likely to be awarded to work that: • fails to adequately address the topic or to answer the question, either by reproducing material that is only partly relevant, or by inaccurately reproducing material that is relevant, or by reproducing only a very small amount of relevant material. • lacks a clear structure or framework • has relationships between statements that are often difficult to recognise • has a poor quality line of argument • makes poor use of evidence to support most of the claims that are made The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.
10-29%	Bad fail	Overall inadequate level of response to the set task; the work does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent. The range of sources in the work is very limited, there is little

Mark	Descriptor	Specific Marking Criteria
		interpretation or analysis and it lacks breadth or awareness of a contextual framework. A mark close to 30% might be awarded to an answer that contains some indication that the student can recall something relevant to the question. 20% might be awarded to an answer that contains something that shows that the student has attended the relevant lecture module, even if there is little in the answer that is of direct relevance to the question. A 10% answer contains no evidence that the student knows anything from the literature that is relevant to the question.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

The programme comprises 180 module credits, described below, which includes a dissertation. All components are compulsory. Some modules may include further laboratories and case demonstrations.

Part-time students will normally be required to have passed all assessments in the first year before progressing to year two.

Module Title	Module Code	Credits	Level	Module Status	Term
Foundations of Neuroscience	PS74005D	15	7	Compulsory	1
Research Design and Analysis	PS71054D	15	7	Compulsory	1
Statistical Methods	PS71020D	15	7	Compulsory	1
Research Project	PS71045A	60	7	Compulsory	1-3
Clinical and Cognitive Neuropsychology	PS71043E	30	7	Compulsory	1-2
Developmental Cognitive Neuropsychology	PS71044D	15	7	Compulsory	2
Advanced Methods and Techniques in Neuroscience	PS71068C	30	7	Compulsory	2

Award of PG Certificate (60 Credits)

Must include successful completion of the following modules:
- Clinical and Cognitive Neuropsychology
- Developmental Cognitive Neuropsychology
- Research Design and Analysis

Award of PG Diploma (120 Credits)

Must include successful completion of the following modules:

- Clinical and Cognitive Neuropsychology
- Developmental Cognitive Neuropsychology
- Foundations of Neuroscience
- Advanced Methods and Techniques in Neuroscience modules.
-

AND EITHER
- Multivariate Statistical Methods

AND
- Research Design and Analysis
  OR

Research Project

Award of MSc (180 Credits)

Successful completion of all modules.

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an

opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

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

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

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

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

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the Goldsmiths website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Disability and Wellbeing Services maintain caseloads of students and provide on-going support.

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

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

Links with employers, placement opportunities and career prospects

Local NHS, voluntary sector and private health providers offer a range of informal placements to our students, providing unique opportunities to gain valuable academic clinical and research experience through volunteer or paid positions. These are advertised as they become available and usually last for 3-6 months over 2 or 3 days a week. Possible placement providers include a range of clinical sites Teaching staff are available to help you with the placement application process and to support you in the placements you obtain either through college or independently.

The requirements of a Goldsmiths degree

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section "How the programme is structured" above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

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

Modules

Modules are defined as:

- "Optional" – which can be chosen from a group of modules
- "Compulsory" – which must be taken as part of the degree

Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section "How the programme is structured" above.

Classification

Final degree classification is calculated on the basis of a student's mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

Distinction – 70%+
Merit – 60-69%
Pass – 50-59%

More detail on the calculation of the final classification is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

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

The above information is intended as a guide, with more detailed information available in the Goldsmiths Academic Manual.

Programme-specific rules and facts

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Specific programme costs

Not applicable.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

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

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

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the Quality Office web pages.