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MSc Forensic Psychology
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 Forensic Psychology

Name of Interim Exit Award(s):

Postgraduate Certificate in Criminal Psychology

Postgraduate Diploma in Criminal Psychology

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

UCAS Code(s): Not applicable

HECoS Code(s): (100387) Forensic Psychology

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: British Psychological Society

Date Programme Specification last updated/approved: March 2023

Home Department: Psychology

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

Not applicable

Programme overview

This one year full-time (2 years part-time) programme of study aims to satisfy the academic component of professional training in forensic psychology. It is expected that the course will be accredited by the British Psychological Society (BPS) and that successful completion will therefore meet the requirement for Stage One of the BPS Diploma in Forensic Psychology and allow students to enrol in the BPS Qualification in Forensic Psychology (Stage 2) with the eventual aim of achieving the Division of Forensic Psychology (DFP) Qualification in Forensic Psychology and becoming a Chartered Psychologist with the DFP and Practitioner Forensic Psychologist with the Health and Care Professionals Council.

This programme will introduce students to a range of psychological theories, methods and processes within the context of the legal, criminal and civil justice systems. It will cover the assessment and treatment of offenders, including risk assessment methods, and the treatment of offenders with mental health and personality disorders. It will also include a focus on the investigation of crime by examining issues such as identification of suspects,

investigative interviewing, psychological profiling and detecting deception. As well as the psychological aspects, this programme will also cover legal and criminological concepts relevant to contemporary social issues and organisations. Issues relating to ethics, human rights, professional practice and research will be emphasised in order to provide a firm grounding for further professional training and practice.

Programme entry requirements

Entry requirements will normally be a good degree (2:1 or above) in Psychology or a related subject (e.g. Criminology) with a research component. Applications from overseas students are welcome. Overseas students will be required to have an undergraduate degree or equivalent in a Psychology or related subject. Students whose first language is not English will be asked to provide evidence of their English language skills. The College norm of an IELTS score of 6.5 or equivalent will be applied.

Aims of the programme

Specifically, the programme aims to fulfil the requirements of the Division of Forensic psychology (British Psychological Society) Stage 1 training and to thereby equip students with the academic knowledge necessary to successfully undertake the Stage 2 training and eventually to become a Chartered Psychologist and Full Member of the Division of Forensic Psychology with the British Psychological Society and a Forensic Psychologist registered with the Health and Care Professions Council (HCPC) (upon successful completion of Stage 2 training).

The programme aims to produce students who are able to think critically, reflectively and independently about current theory and knowledge in forensic psychology, with specialist skills and knowledge of forensic practice. They will have a thorough understanding of the criminal justice system, theories of offending behaviour, and the full range of methods of assessment, formulation and intervention with perpetrators and victims of crime. Students will be able to use a range of methods of psychological enquiry to critically evaluate current knowledge and theory in forensic psychology and to apply it to relevant practice settings. They will be able to reflect on their learning and experience and to develop the skills to communicate the outcome of their work to immediate and wider professional networks.

In order to achieve this, the programme will equip students with a sound understanding of:

- The legal framework and criminal justice system as applied to forensic psychology
- Ethical and professional considerations of forensic psychology practice
- The application of psychology to processes in the justice system (e.g. investigation, trial, detention, through care and aftercare) of psychological theories and

interventions in relation to a range of specific client groups, such as sexual and violent offenders, people with personality disorder and mental health difficulties, juveniles and victims of crime
- Evaluating outcomes of interventions with perpetrators and victims of crime
- The impact of victimisation on different groups (including children and adults) including the appropriate assessments and interventions

Students will become skilled in:

- Using a range of psychometric instruments used widely within forensic psychology, and in interpreting and communicating the outcome of these assessments
- A variety of approaches to assessment, professional report production and the giving of expert testimony within forensic settings
- Using consultation, project management and organisational skills and interventions as applicable within different forensic settings and with different client groups
- A range of research skills including the design, implementation and interpretation of service evaluations, clinical audit, and outcome research within forensic settings, enabling the individual to undertake a substantial piece of empirical research and to produce work of journal standard
- A range of transferable skills, such as the ability to communicate effectively, to manage their time efficiently, and to make appropriate use of information technology

What you will be expected to achieve

Students who successfully complete modules to the value of 60 credits may exit the programme with the award of Postgraduate Certificate in Higher Education and will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Knowledge of the structure of the UK criminal justice system	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Psychology, Crime and Law Interdisciplinary Perspectives on Crime
A2	Understand how psychological theory contributes to professional roles within the CJS	Assessment and Intervention in Forensic Psychology

Code	Learning outcome	Taught by the following module(s)
		Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology Professional Practice Project in Forensic Psychology Interdisciplinary Perspective on Crime
A3	Knowledge of methods used across a range of forensic practice settings	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspectives on Crime Professional Practice Project in Forensic Psychology

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Understand how theory and practice are linked in forensic and related settings	Assessment and Intervention in Forensic Psychology Psychology, Crime and Law Interdisciplinary Perspectives on Crime Professional Practice Project in Forensic Psychology
B2	Assess the strengths and weaknesses of some approaches to investigation in forensic settings	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Investigative Forensic Psychology Interdisciplinary Perspective on Crime
B3	Have an awareness of how research skills apply to forensic settings	Psychology, Crime and Law Investigative Forensic Psychology Research Design and Analysis Multivariate Statistical Methods Interdisciplinary Perspective on Crime

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Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Use electronic databases and resources to search for relevant research papers and reports	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspectives on Crime Professional Practice Project in Forensic Psychology Research Design and Analysis Multivariate Statistical Methods
C2	Communicate forensically relevant information to their peers	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspectives on Crime Professional Practice Project in Forensic Psychology
C3	Have an awareness of the ethical and professional considerations of forensic practice	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Psychology, Crime and Law Professional Practice Project in Forensic Psychology Research Design and Analysis Multivariate Statistical Methods

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Evaluation of research material relevant to forensic psychology	Assessment and Intervention in Forensic Psychology

Code	Learning outcome	Taught by the following module(s)
		Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspectives on Crime Professional Practice Project in Forensic Psychology Research Design and Analysis Multivariate Statistical Methods
D2	Ability to construct and develop evidence-based written arguments	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspectives on Crime Professional Practice Project in Forensic Psychology Research Design and Analysis Multivariate Statistical Methods
D3	Ability to conduct a literature review	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspectives on Crime Professional Practice Project in Forensic Psychology Research Design and Analysis Multivariate Statistical Methods

Students who successfully complete modules to the value of 120 credits may exit the programme with the award of Postgraduate Diploma in Higher Education and will be able to:

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Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Understand the role of psychology within the UK criminal justice system	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspectives on Crime Professional Practice Project in Forensic Psychology
A2	Familiarity with a range of theoretical perspectives that underpin the delivery of forensic psychology services	Assessment and Intervention in Forensic Psychology Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspectives on Crime
A3	Research design and statistics used in forensic settings	Psychology, Crime and Law Investigative Forensic Psychology Research Design and Analysis Multivariate Statistical Methods

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Understand how theory is applied in practice in forensic and related settings	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology PS71096A Interdisciplinary Perspectives on Crime Professional Practice Project in Forensic Psychology
B2	Assess the strengths and weaknesses of particular approaches to investigation, research and evaluation in a range of forensic settings	Psychology, Crime and Law Investigative Forensic Psychology Professional Practice Project in Forensic Psychology

Code	Learning outcome	Taught by the following module(s)
		Research Design and Analysis Multivariate Statistical Methods
B3	Familiarity with a range of applications and interventions within criminal and civil justice systems, including attention to litigants, appellants, and individuals seeking arbitration and mediation	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspective on Crime

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Knowledge of the role of research design and statistics used in forensic and mental health settings	Psychology, Crime and Law Investigative Forensic Psychology Research Design and Analysis Multivariate Statistical Methods Interdisciplinary Perspective on Crime
C2	Ability to design and report on a forensic or related service audit/ evaluation	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspectives on Crime Professional Practice Project in Forensic Psychology Research Design and Analysis Multivariate Statistical Methods
C3	Use statistical software (e.g. SPSS/PASW) to analyse service related data	Research Design and Analysis Multivariate Statistical Methods

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Ability to conduct a good quality literature review	Assessment and Intervention in Forensic Psychology

Code	Learning outcome	Taught by the following module(s)
		Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspectives on Crime Professional Practice Project in Forensic Psychology Research Design and Analysis Multivariate Statistical Methods
D2	Development and delivery of oral and visual presentations	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspectives on Crime Professional Practice Project in Forensic Psychology Research Design and Analysis Multivariate Statistical Methods
D3	Critical analysis and evaluation of research material and its application to forensic settings	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspectives on Crime Professional Practice Project in Forensic Psychology Research Design and Analysis Multivariate Statistical Methods

Students who successfully complete the MSc programme will be expected to achieve the knowledge and skills outlined below to a standard that enables them to undertake supervised practice in forensic psychology leading to the Stage 2 qualification and chartership with the British Psychological Society and a Forensic Psychologist registered with the Health and Care Professions Council (HCPC) in due course.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Context of forensic psychology services to a range of client groups in the UK	Professional Issues in Psychological Practice Assessment and Intervention in Forensic Psychology
A2	The role of the forensic psychologist and relationships with associated professions	Professional Issues in Psychological Practice
A3	Issues in the provision of forensic services in the UK (e.g. ethics, cultural issues, reflective practice, multi-agency working)	Assessment and Intervention in Forensic Psychology
A4	Assessment and measurement tools used across a range of forensic practice settings	Assessment and Intervention in Forensic Psychology
A5	Career pathways and structures within UK criminal justice and health services	Professional Issues in Psychological Practice
A6	Service evaluations and audits, and research into the effectiveness of forensic psychology interventions	Research Design and Analysis
A7	Theoretical perspectives that underpin the delivery of forensic psychology services	Interdisciplinary Perspective on Crime Assessment and Intervention in Forensic Psychology Psychology, Crime and Law
A8	Research design and statistics used in forensic and mental health settings	Research Design and Analysis Multivariate Statistical Methods Research Project

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Understand the interdependence of theory and practice in forensic and related settings	Interdisciplinary Perspective on Crime Assessment and Intervention in Forensic Psychology Investigative Forensic Psychology Psychology, Crime and Law
B2	Identify and articulate principles of good practice in a range of forensic and clinical settings	Professional Issues in Psychological Practice Psychology, Crime and Law
B3	Assess the strengths and weaknesses of particular approaches to investigation, research and evaluation in a range of forensic settings	Interdisciplinary Perspective on Crime Investigative Forensic Psychology Research Design and Analysis
B4	Critically evaluate forensic interventions and services, taking into account the quality and diversity of existing relevant literature	Assessment and Intervention in Forensic Psychology
B5	Understand the multidisciplinary and multi-agency work in criminal justice and forensic mental health settings	Assessment and Intervention in Forensic Psychology Investigative Forensic Psychology
B6	Interpret and evaluate psychometric data in forensic settings	Assessment and Intervention in Forensic Psychology Research Project
B7	Familiarity with a range of applications and interventions within criminal and civil justice systems, including attention to litigants, appellants, and individuals seeking arbitration and mediation	Assessment and Intervention in Forensic Psychology
B8	Knowledge of assessment and intervention methods with victims and perpetrators of offences (adults and children)	Assessment and Intervention in Forensic Psychology

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Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Conduct and report on a forensic or related service audit/ evaluation	Research Design and Analysis Research Project
C2	Use electronic databases and resources to search for relevant research papers and reports	Assessment and Intervention in Forensic Psychology Research Project
C3	Use statistical software (e.g. SPSS/PASW) to analyse service related data	Research Design and Analysis Multivariate Statistical Methods Research Project
C4	Communicate the results of their own research and that of others to their peers	Research Design and Analysis Research Project
C5	Produce high quality written reports demonstrating intellectual rigour	Research Design and Analysis Professional issues in Psychological Practice Research Project
C6	Develop a comprehensive knowledge of the legal framework of the law and the civil and criminal justice systems	Psychology Crime and Law, Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice
C7	To be fully aware of the ethical and professional considerations of forensic practice	Professional Issues in Psychological Practice Investigative Forensic Psychology
C8	Awareness of issues around and skills in giving of expert testimony	Psychology, Crime and Law
C9	Knowledge of consultancy, project management and organisational interventions in forensic settings	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice
C10	Proficiency in quantitative and qualitative research methods applied to forensic psychology	Research Design and Analysis

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Critical analysis and evaluation of research material and assess the interpretation of research findings within the field	Research Design and Analysis Psychology, Crime and Law Investigative Forensic Psychology Interdisciplinary Perspective on Crime
D2	Use of internet and electronic databases for research	Research Design and Analysis Research Project
D3	Ability to construct and develop evidence-based written arguments	Assessment and Intervention in Forensic Psychology Professional Issues in Psychological Practice Interdisciplinary Perspective on Crime
D4	Development and delivery of effective oral presentations	Research Design and Analysis Research Project
D5	Ability to synthesise complex information in to concise forms readily understood by others	Assessment and Intervention in Forensic Psychology Research Design and Analysis Professional Issues in Psychological Practice Investigative Forensic Psychology Psychology Crime and Law Interdisciplinary Perspective on Crime
D6	Knowledge and development of personal attributes that enhance leadership potential	Professional Issues in Psychological Practice
D7	Ability to work effectively with others in team environments	Professional issues in Psychological Practice Research Design and Analysis
D8	Ability to conduct a good quality systematic literature review	Assessment and Intervention in Forensic Psychology Research Design and Analysis

How you will learn

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 students to engage in a complementary range of learning activities leading to the synthesis of academic knowledge and professional skills/competencies.

To achieve the learning outcomes, you will experience a range of teaching/learning methods. You will attend lectures, tutorials, computer lab classes and workshops. You will also achieve the learning outcomes by undertaking practical research and work experience in clinical settings at a range of NHS facilities in London via contacts established by the programme teaching staff.

These teaching/learning methods are integral to the acquisition of subject specific skills and understanding, but also provide the opportunity for discussion and debate. An aim of the programme is to facilitate independent thought and enable you to develop a critical perspective.

You will receive feedback on written work (essays and coursework) in the form of structured numerical feedback, relating to the logic of arguments, their coherence, references, coverage of background literature, as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow you to know how to improve your work. During meetings with programme teaching staff, you will have a further opportunity to receive feedback and academic guidance.

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

Learning support activities are chosen to meet the particular requirements of this MSc programme, as well as requirements as a member of the student body. You will attend lectures in order to provide the background theoretical knowledge that is then used in practical activities to develop the skills and competencies in the application of psychological knowledge.

How you will be assessed

Each module has a set of learning outcomes. Final grades are based on a set of generic criteria that are used across programmes in the Department of Psychology (see generic grading criteria further below). Module learning outcomes are assessed by a variety of means: extended essays; research design coursework; unseen written examinations; an oral presentation and a dissertation based on a substantive research project.

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 exceptional 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. 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

Mark	Descriptor	Specific Marking Criteria
		• 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. 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:

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Mark	Descriptor	Specific Marking Criteria
		- 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 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

Full-time mode

Module Title	Module Code	Credits	Level	Module Status	Term
Assessment and Intervention in Forensic Psychology	PS71078B	30	7	Compulsory	1 and 2
Psychology, Crime and Law	PS71079B	15	7	Compulsory	1
Research Design and Analysis	PS71054D	15	7	Compulsory	1
Multivariate Statistical Methods	PS71020D	15	7	Compulsory	1
Professional Issues in Psychological Practice	PS71071B	15	7	Compulsory	1
Interdisciplinary Perspectives on Crime	PS71096A	15	7	Compulsory	2
Research Project (Forensic Psychology)	PS71097A	60	7	Compulsory	2 and 3
One optional module to the value of 15 credits from an approved list available annually from the Psychology Department	Various	15	7	Optional	1-3

Part-time mode

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Assessment and Intervention in Forensic Psychology	PS71078B	30	7	Compulsory	1 and 2
Psychology, Crime and Law	PS71079B	15	7	Compulsory	1
Interdisciplinary Perspectives on Crime	PS71096A	15	7	Compulsory	2
Professional Issues in Psychological Practice	PS71071B	15	7	Compulsory	1
One optional module to the value of 15 credits from an approved list available annually from the	Various	15	7	Optional	1-3

Module Title	Module Code	Credits	Level	Module Status	Term
Psychology Department. For part-time students this module may be taken in year 1 or year 2.					

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Research Project (Forensic Psychology)	PS71097A	60	7	Compulsory	2 and 3
Research Design and Analysis	PS71054D	15	7	Compulsory	1
Multivariate Statistical Methods	PS71020E	15	7	Compulsory	1
One optional module to the value of 15 credits from an approved list available annually from the Psychology Department. For part-time students this module may be taken in year 1 or year 2.	Various	15	7	Optional	1-3

Academic support

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

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

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

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

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

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

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

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

The 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

Goldsmiths Psychology Department have entered into a collaboration a consortium of local NHS Trusts (led by Oxleas NHS Foundation Trust) to provide psychologically informed treatment for offenders with personality and other psychological disorders at HMP Swaleside. As a result, up to five Goldsmiths MSc students will be offered a two-year placement in the project, which will include payment of fees (at UK/EU rates) and travel expenses for travel outside London as required.

The placements will involve working three days a week in the host organisation (which will include local Medium Secure Units as well as HMP Swaleside at different times) as well as part time study at Goldsmiths. The work will be variable according to need within the prison, but will involve delivery of therapeutic and psychosocial interventions, for example behavioural analyses and development of behavioural plans to address challenging behaviours, delivery of basic interventions for anxiety, depression and other psychological disorders, co-facilitation of groups with other professionals, the administration of psychometric assessments, such as the WAIS, personality assessments and measures of risk) among other things. There may also be opportunities for research activities, such as audit and service evaluation, and perhaps to conduct the research project within the placement environment.

In addition to the significant link described above, we will use existing staff links with external organisations in Health, Criminal Justice and Social Care settings to both target potential students and to provide relevant work and research opportunities for students on the programme.

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

The programme (accredited by the BPS) will satisfy Part 1 of the training requirement for Forensic Psychology Chartership. The programme will accept non Graduate Basis for Chartered Membership (GBC) candidates but these students will not be considered to have met the Part 1 requirements until they have achieved GBC - which may be done at a later date by agreement.

For Part-Time Students: a maximum of two resit modules may be carried over into the second year.

Award of PG Certificate (60 Credits)

Successful completion of 60 credits of programme modules including at least 30 credits from the following modules:

- PS71078B Assessment and Intervention in Forensic Psychology (30 Credits)
- PS71079B Psychology, Crime and Law (15 Credits)
- PS71071B Professional Issues in Psychological Practice (15 Credits)
- PS71077A Investigative Forensic Psychology (15 Credits)
- PS71096A Interdisciplinary Perspectives on Crime (15 Credits)
- PS71094A Professional Practice Project in Forensic Psychology (15 credits)

Award of PG Diploma (120 Credits)

Successful completion of 120 credits of the programme modules including at least 60 credits from the following modules:

- Assessment and Intervention in Forensic Psychology (30 Credits)
- Psychology, Crime and Law (15 Credits)
- Professional Issues in Psychological Practice (15 Credits)
- Investigative Forensic Psychology (15 Credits)
- Interdisciplinary Perspectives on Crime (15 Credits)
- Professional Practice Project in Forensic Psychology (15 credits)

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.