

# Programme Specification

## Undergraduate Programmes

<b>Awarding Body/Institution</b>	University of London
<b>Teaching Institution</b>	Goldsmiths, University of London
<b>Name of Final Award and Programme Title</b>	BSc (Hons) Psychology BSc (Hons) Psychology with Cognitive Neuroscience BSc (Hons) Psychology with Clinical Psychology BSc (Hons) Psychology with Management BSc (Hons) Psychology with Forensic Psychology BSc (Hons) Psychology with Professional Placement
<b>Name of Interim Award(s)</b>	N/A
<b>Duration of Study/Period of Registration</b>	3 years full-time
<b>UCAS Code(s)</b>	C800 (Psychology) C990 (PCP) C991 (PCN) C8N2 (PM) 8C00 (PFP) Cxxx (PPP)
<b>HECos Code(s)</b>	(100497) Psychology 75% (101381) Cognitive Neuroscience 25% (100494) Clinical Psychology (100089) Management Studies (100387) Forensic Psychology
<b>QAA Benchmark Group</b>	Psychology
<b>FHEQ Level of Award</b>	Level 6
<b>Programme Accredited by</b>	British Psychological Society
<b>Date Programme Specification last updated/approved</b>	September 2017
<b>Primary Department/Institute</b>	Psychology

### Departments which will also be involved in teaching part of the programme

Institute of Management Studies

### Programme overview

Goldsmiths' BSc Honours in Psychology is a three-year full time degree programme (four-year, in the case of BSc Honours in Psychology with Professional Placement) that offers a scientific approach to the study of human behaviour. It develops your understanding of the processes influencing how people think, feel, behave, and interact. It aims to equip you with knowledge and critical appreciation of psychological theory, research, and practice. It imparts analytical skills and methods that enable you to pursue successful careers both within psychologically informed professions and outside them in other related fields of work. Our undergraduate programme is accredited by the British Psychological Society as conferring eligibility for Graduate Membership of the Society and also the Graduate Basis for Chartered Membership, which is the first step towards becoming a Chartered Psychologist.

The Psychology degree includes five parallel streams of study in addition to the core programme: Psychology with Cognitive Neuroscience (PCN), Psychology with Clinical Psychology (PCP), Psychology with Management (PM), Psychology with Forensic Psychology (PFP) and Psychology with Professional Placement (PPP). Each stream offers the same core understanding of Psychology as outlined above, but with a particular focus upon their specialism, or on taking a year working on a work placement relevant to a career in Psychology. Thus, PCN offers a particular focus on neuroscientific explanations of mind and behaviour, PCP places a greater emphasis on clinical applications of psychology, including the study of

psychopathology, developmental psychology and cultural issues relevant to clinical practice, PM considers mind and behaviour with special attention paid to the psychology of management and of consumer behaviour, PFP places a particular emphasis on the forensic applications of psychology, introducing students to psychological theories, methods, and processes within the context of the legal, criminal, and civil justice systems, and finally, PPP offers students the opportunity to spend a year working in a placement that is relevant to their chosen future career area of Psychology.

### **Programme entry requirements**

The typical GCE A-Level offer is BBB or equivalent. You should also normally have at least Grade B in GCSE/O-level (or equivalent e.g. standard grade 2 Scottish Certificate of Education or Higher grade B in Certificate of Sixth Year studies or BTEC: Any First, National or Higher National Certificate or Diploma) in Mathematics or Statistics, and in English. Applicants whose first language is not English must have received a score of 6.0 or more in the IELTS examination for written English (or an equivalent qualification; further details below).

Qualifications considered equivalent to GCE A-Level BBB:

- BTEC National Diploma DDM
- 60 credits overall with 30 distinctions and distinctions/merits in related subject.
- Scottish qualifications BBBBC (higher) BBC (advanced higher)
- European Baccalaureate 75%
- International Baccalaureate 33 Points, HL655

Other requirements for non A-level candidates: You should normally have at least Grade B in GCSE/O-level (or equivalent) Mathematics or Statistics, and English

English language requirements (Minimum required score/level and Higher equivalence score) IELTS  
6.0 (with a minimum of 6.0 in the written element and no individual element lower than 5.5)  
6.5 (with a minimum of 6.5 in the written element and no individual element lower than 6.0) or  
TOEFL 92 in the internet based test (with minimum scores of listening 21, reading 22, speaking 23 and writing 23) 100 in the internet based test (with minimum scores of listening 23, reading 24, speaking 25 and writing 25)

Pearson Test of English (Academic)

A score of 58 overall with at least 58 in the written element and no individual element lower than 51 An overall score of 65 with at least 65 in the written element and no individual element lower than 58

IGCSE English as a Second Language Grade C  
Grade B

Cambridge Certificate of Proficiency of English Level 5 Grade C  
Grade C

Cambridge Certificate in Advanced English Level 4 Grade B  
Grade B

### **Aims of the programme**

The programme aims to:

1. provide a learning environment in which you can attain high standards of rigorous thought regarding psychology combined with the ability to analyse empirical data;
2. encourage you to develop your ability to present a reasoned argument, along with high levels of literacy, numeracy and information processing skills;
3. provide the basis for pursuing postgraduate study and/or a career in a psychologically informed discipline such as clinical, educational, forensic, or occupational psychology;

4. equip graduates with a variety of transferable skills relevant to a wide range of careers outside psychology such as in commerce, industry, government, the health service, science and education;
5. introduce students to psychological theories, methods and processes within the context of the legal, criminal and civil justice systems (supplementary for Forensic Psychology pathway).

### What you will be expected to achieve

On successful completion of the degree programme you will have demonstrated the following learning outcomes:

<b>Knowledge and Understanding</b>		<b>Taught by the following modules</b>
<b>A1</b>	appraise key aspects of psychological enquiry, providing coherent exposition of theory, research and practice	Level 4 modules, PS510: 05A, 06A, 07B, 08C, 09B, 10A Level 5 modules, PS520: 01B, 02C, 03B, 04C, 05C, 06C, 07B All Level 6 modules
<b>A2</b>	devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of modern psychological enquiry	All degree modules
<b>A3</b>	engage in detailed discussion of the neural underpinnings of behaviour and assess the relative strengths and weaknesses of the various neuroscience methods (SUPPLEMENTARY FOR PCN PATHWAY)	Level 4 modules, PS510: 06A, 08C, 10A Level 5 modules, PS520: 01B, 05C, 07B Level 6 modules, PS530: 12A, 24B, 31B, 32B, 41A
<b>A4</b>	apply knowledge of psychological theory, research and practice to the evaluation of issues and evidence relevant to the causes, assessments and treatments of mental health difficulties (SUPPLEMENTARY FOR PCP PATHWAY)	Level 4 modules, PS510: 05A, 06A, 07B, 08C, 09B, 10A All level 5 modules Level 6 modules, PS530: 08B, 12A, 24B, 31B, 34B
<b>A5</b>	critically evaluate the conceptual, ethical and practical implications of empirical research in management and consumer psychology (SUPPLEMENTARY FOR PM PATHWAY)	Level 4 modules, PS510: 05A, 09B, 10A Level 5 modules, PS520: 02C, 03B, 07B Level 6 modules, PS530: 012A, IM530: 04A, 08A, 09A
<b>A6</b>	demonstrate a thorough understanding of the key issues and debates that relate to psychology, including psychological theories, methods and processes within the context of the legal, criminal and civil justice systems (SUPPLEMENTARY FOR PFP PATHWAY)	Level 4, PS510: 06A, 08C, 10A Level 5, PS520: 01A, 05C, 07B Level 6, PS530: 12A, 24B, 31B, 32B

<b>Cognitive and Thinking Skills</b>		<b>Taught by the following modules</b>
<b>B1</b>	critically evaluate arguments, assumptions, abstract concepts and empirical data to make judgements, and suggest possible solutions to psychologically relevant questions of current concern	All degree modules
<b>B2</b>	frame timely, original and relevant research questions and devise and conduct appropriate empirical procedures for addressing that question	Level 4 modules, PS510: 08C Level 5 modules, PS520: 05C, 07B Level 6 modules, PS530: 12A
<b>B3</b>	interpret your own or other researchers' research	

	data and relate its relationship and relevance to existing empirical findings, methods, models and theory	All degree modules
<b>B4</b>	identify suitable neuroscience methods and analysis techniques for addressing a given empirical question (SUPPLEMENTARY FOR PCN PATHWAY)	Level 4 modules, PS510: 06A, 08C, 10A Level 5 modules, PS520: 01B, 05C, 07B Level 6 modules, PS530: 12A, 24B, 31B, 32B, 41A
<b>B5</b>	evaluate and analyse mental health difficulties within the context of biological, social and cultural influences (SUPPLEMENTARY FOR PCP PATHWAY)	Level 4 modules, PS510: 05A, 06A, 07B, 08C, 09B, 10A All level 5 modules Level 6 modules, PS530: 08B, 12A, 24B, 31B, 34B
<b>B6</b>	identify and apply the appropriate methodological and analytical techniques for testing theory and practice in organisational behaviour and leadership (SUPPLEMENTARY FOR PM PATHWAY)	Level 4 modules, PS510: 05A, 09B, 10A Level 5 modules, PS520: 02C, 03B, 07B Level 6 modules, PS530: 012A, IM530: 04A, 08A, 09A
<b>B7</b>	identify the suitable methods and analysis techniques for addressing a given empirical question within forensic psychology (SUPPLEMENTARY FOR PFP PATHWAY)	Level 4 modules, PS510: 06A, 08C, 10A Level 5 modules, PS520: 01A, 05C, 07B Level 6 modules, PS530: 12A, 24B, 31B, 32B

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
<b>C1</b>	independently identify and locate primary psychological literature (e.g., refereed research and review articles) relevant to a stipulated issue or research question	All degree modules
<b>C2</b>	manage complex and often large datasets (along with the associated relevant paperwork such as ethical permission and consent forms) from the moment of collection, input, analysis and archiving	Level 4 modules, PS510: 08C Level 5 modules, PS520: 05C, 07B Level 6 modules, PS530: 12A
<b>C3</b>	engage in psychologically informed debate and discussion with a small group of peers on complex ideas and empirical findings	All degree modules
<b>C4</b>	display neuroscience practical research skills and skills in interpreting and analysing neuroscientific data (SUPPLEMENTARY FOR PCN PATHWAY)	Level 4 modules, PS510: 08C Level 5 modules, PS520: 05C, 07B Level 6 modules, PS530: 12A
<b>C5</b>	apply psychological theory to a range of mental health difficulties, and begin to formulate possible pathways of assessment and intervention (SUPPLEMENTARY FOR PCP PATHWAY)	Level 4 modules, PS510: 05A, 06A, 07B, 08C, 09B, 10A All level 5 modules Level 6 modules, PS530: 08B, 12A, 24B, 31B, 34B
<b>C6</b>	apply appropriate methods, tools, and techniques for problem-solving and decision-making in organisational environments (SUPPLEMENTARY FOR PM PATHWAY)	Level 4 modules, PS510: 08C, 09B Level 5 modules, PS520: 07B Level 6 modules, PS530: 012A, IM530: 04A, 09A
<b>C7</b>	have experience of working in a psychologically relevant setting providing administrative or practical	Level 5 module: Professional Placement in Psychology

	support to the host organisation (including, where possible and appropriate, having the opportunity to observe or support psychologically relevant work (e.g., assessments, therapy sessions and multi-disciplinary team meetings)).	
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<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	cooperate with peers in order to conduct a piece of research, make an oral presentation or prepare a research poster	Level 4 modules, PS510: 05B, 06B, 07C, 08C, 15B Level 5 modules, PS520: 01B, 02C, 03B, 04C, 06C, 07C
<b>D2</b>	prioritise your work and manage time effectively in order to meet a number of different and often tightly spaced assignment deadlines	All degree modules
<b>D3</b>	communicate, present and conduct yourself in a professional manner	Throughout the degree
<b>D4</b>	develop self-evaluation skills during the placement experience, with reference to values, personal traits, the application of transferable skills.	Throughout PPP degree
<b>D5</b>	develop a strategy for further skills development and career preparation	Throughout PPP degree

### How you will learn

You will engage in a complementary range of learning activities throughout the degree in order to achieve a synthesis of academic knowledge and applied skills and competencies. The various teaching and learning methods employed include formal lectures, small group tutorial meetings, mentor meetings, laboratory sessions, formative and summative coursework assignments, oral presentations, research projects and reports. The department places a high priority on research and this contributes to the depth and currency of the contents of the teaching curriculum.

Broadly speaking, degree modules fall into two types: theory/content and practical. Theory/content modules consist of formal lectures and small group tutorials (containing approximately 10 students each). Practical modules involve students learning to devise research questions, learn hands-on lab skills and test hypotheses. In level 4 practical modules, students meet in groups of up to 40 and participate in constrained (previously designed) experiments provided by a laboratory tutor. At level 5, small groups of four to five students work together to devise and conduct a research project. At level 6, students work closely and regularly with a member of staff to conduct a major original research dissertation.

Note that PCN, PCP, PM, and PFP students will attend tutorials, mentor group meetings, and, in some cases, laboratory sessions that are comprised of students only from their own particular stream. This is to allow for students to be paired with lecturers and tutors who have relevant specialisms, and who will tailor discussions and learning to stream-relevant learning outcomes. Having this system in place enables the Department to offer a tailored programme at Levels 4 and 5 without changing the core curriculum, which in turn retains the BPS accreditation.

### How you will be assessed

Assessment is the way in which programme content is synchronised with the expected learning outcomes. The learning outcomes are assessed by a variety of means:

- Most 'theory/content' modules have (unseen) written examination papers or multiple choice examinations in the case of some first year modules. Multiple choice questions are a particularly effective means of assessment at level 4. With a multiple choice examination, students gain a broad foundational knowledge and understanding, which can then be extended and deepened at levels 5 and 6.

- ï There are formative or summative essays or other written coursework for all taught modules.
- ï All theory/content modules in levels 4 and 5 assess students with formative oral presentations within their tutorial groups. Final year students give a formative oral presentation about their research dissertation to a small group of peers.
- ï There are a number of coursework essays and assignments, these are sometimes tailored to teach students skills which may be particularly relevant to the career streams especially associated with those modules (see 'How is the programme structured', page 9).

Different marking criteria are used to assess on the one hand essays/literature reviews and on the other hand laboratory/research reports.

**Marking criteria: Essays/literature reviews**

Five attributes of students' essays and reviews are considered by tutors when assigning marks and providing formal structured feedback to students:

1. Answer. (Does the work answer the question or address the issue?)
2. Structure. (Is the general structure of the work coherent?)
3. Flow. (Does each statement and paragraph follow sensibly from its predecessor?)
4. Argument. (Is there a convincing quality of argument in the work?)
5. Evidence. (Are claims supported by relevant evidence from the literature?)

**Marking criteria: Laboratory/research projects and reports** Laboratory/Research projects and reports are assessed according to:

1. how well the work is related to relevant existing psychological literature
2. how well the study aims are justified and the clarity and appropriateness of the hypotheses
3. the degree of originality in the stated aims and methods used
4. how appropriate the methods are for addressing the stated aims and hypotheses
5. how appropriately the data are analysed and the results presented
6. the appropriateness of the discussion in terms of the degree to which it: a) follows from the presented results, b) embeds the findings within the wider relevant psychological literature c) reflects upon its relative strengths and weaknesses and d) suggests avenues of future research
7. the degree to which the final write up adheres to the format stipulated by the American Psychological Association (APA)

**Marking criteria**

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	<p>Marking criteria for essays/literature reviews: 80-100% is awarded to work that meets all the criteria of 70-79% with the additional quality that it is exceptionally well-written, develops an argument that is highly original in the sense that it is influenced by the student's own thinking, and draws on an exceptionally wide range of highly relevant material.</p> <p>Marking criteria for laboratory/research reports: 80-100% is awarded to work that satisfies all the criteria for 70-79% with the additional quality that the hypotheses are exceptionally well formulated and stated, the analysis is presented in a highly professional manner and the discussion of the results demonstrates exceptional insight and clarity.</p>
70-79%	I: First (Excellent)	<p>Marking criteria for essays/literature reviews:</p> <ol style="list-style-type: none"> <li>1. Addresses the topic in a very clear and explicit manner</li> <li>2. Has a very clear and logical structure that is announced</li> </ol>

		<p>and closely adhered to throughout</p> <ol style="list-style-type: none"> <li>3. The sentences and paragraphs flow elegantly from one to the other</li> <li>4. Has an excellent and/or original line of argument that can be followed very easily</li> <li>5. Gives wide-ranging and appropriate evidential support for claims that are made</li> </ol> <p>Marking criteria for laboratory/research reports:</p> <ol style="list-style-type: none"> <li>1. Presents relevant evidence from the psychological literature and explains its relevance in an extremely clear manner</li> <li>2. Presents appropriate aims and hypotheses that are very clearly stated</li> <li>3. Is highly original</li> <li>4. Uses appropriate and highly effective empirical procedures</li> <li>5. Has analysed and presented the data in a very clear and appropriate manner</li> <li>6. The discussion ties the results back to the existing psychological literature in a compelling manner, contains a very thoughtful analysis of the study's strengths and weaknesses and makes a number of highly appropriate suggestions for avenues of future research</li> </ol> <p>Adheres closely to APA format</p>
60-69%	lii: Upper Second (Very good)	<p>Marking criteria for essays/literature reviews:</p> <ol style="list-style-type: none"> <li>1. Addresses the topic or answers question in a clear manner</li> <li>2. Has a clear and logical structure which is adhered to for the most part</li> <li>3. Has relationships between statements that are generally easy to follow</li> <li>4. Has a very good quality line of argument</li> <li>5. Claims are support by reference to relevant psychological literature</li> </ol> <p>Marking criteria for laboratory/research reports:</p> <ol style="list-style-type: none"> <li>1. Presents relevant evidence from the psychological literature and explains its relevance in a clear manner</li> <li>2. Presents appropriate aims and hypotheses that are clearly stated</li> <li>3. Shows clear signs of originality</li> <li>4. Uses appropriate empirical procedures</li> <li>5. Has analysed and presented the data in a clear and appropriate manner</li> <li>6. The discussion logically follows from the results, links back to the existing psychological literature, contains an analysis of the study's strengths and weaknesses and makes appropriate suggestions for avenues of future research</li> </ol> <p>Adheres closely to APA format, but with very few errors</p>
50-59%	liii: Lower Second (Good)	<p>Marking criteria for essays/literature reviews:</p> <ol style="list-style-type: none"> <li>1. Presents relevant material but does not systematically or explicitly spell out its relevance to the question or topic</li> <li>2. Has a logical structure, but one that is relatively loose</li> </ol>

		<p>and/or unannounced</p> <ol style="list-style-type: none"> <li>3. Has good flow for the most part, but in places the relationship between statements or paragraphs is hard to follow</li> <li>4. Has a fair to good line of argument, but one where the information tends to drive the argument, rather than other way round</li> <li>5. Contains relevant supporting evidence, but there are a number of places where it is not employed in a systematic manner so as to sufficiently support the claims being made</li> </ol> <p>Marking criteria for laboratory/research reports:</p> <ol style="list-style-type: none"> <li>1. Presents relevant evidence from the psychological literature, but could explain its relevance in a more clear manner</li> <li>2. Presents appropriate aims and hypotheses, but these could have been more clearly stated</li> <li>3. Shows some signs of originality</li> <li>4. Uses broadly appropriate empirical procedures</li> <li>5. Has analysed the data in a generally appropriate manner, although the results could be explained and presented more clearly</li> <li>6. The discussion for the most part logically follows from the results, links back to existing psychological literature, contains some reflection upon the study's strengths and weaknesses and makes some attempt to suggest appropriate avenues for future research</li> </ol> <p>Generally follows APA format, but with a few errors</p>
40-49%	III: Third (Pass)	<p>Marking criteria for essays/literature reviews:</p> <ol style="list-style-type: none"> <li>1. Addresses the topic or question set, but with a tendency to either reproduce a large proportion of material that is only tangentially relevant or inaccurately reproduces relevant material</li> <li>2. Has a somewhat discernible structure, but one that is loose and difficult to follow</li> <li>3. Contains a number of sentences and paragraphs that do not logically flow one from the other</li> <li>4. Has a discernible albeit weak line of argument</li> <li>5. Contains relevant evidence, but the evidence is not employed in such a way as to sufficiently support the claims being made</li> </ol> <p>Marking criteria for laboratory/research reports:</p> <ol style="list-style-type: none"> <li>1. Presents a good deal of relevant evidence from the psychological literature, but fails to explain its relevance</li> <li>2. Presents somewhat appropriate aims and hypotheses, but these are not clearly stated</li> <li>3. Shows only very limited signs of originality</li> <li>4. Uses somewhat adequate empirical procedures, but these are flawed in some way</li> <li>5. Has analysed the data in a generally appropriate manner, but the analysis is faulty in places or reported in an unclear way</li> <li>6. The discussion shows some signs of logically following</li> </ol>



		<p>from the results, linking back to existing psychological literature, reflecting on the strengths or weaknesses of the study or suggesting appropriate avenues for future research. However, a more systematic or in-depth analysis was needed.</p> <p>Generally follows APA format, but with a number of errors</p>
25-39%	Fail	<p>Marking criteria for essays/literature reviews:</p> <ol style="list-style-type: none"> <li>1. Addresses the topic or question set, but inaccurately reproduces material that is only partly relevant</li> <li>2. Lacks a discernible structure or framework</li> <li>3. Contains a large proportion of statements and paragraphs that, although they are partly relevant, do not flow logically from one to the other</li> <li>4. Contains a line of argument, but one that is very weak</li> <li>5. Uses evidence, but this is poorly employed so that it fails to support the claims that are being made</li> </ol> <p>Marking criteria for laboratory/research reports:</p> <ol style="list-style-type: none"> <li>1. Presents evidence from the psychological literature that is only partly relevant</li> <li>2. Presents very weak poorly expressed aims and hypotheses</li> <li>3. Shows no signs of originality</li> <li>4. Uses inadequate empirical procedures</li> <li>5. The data are analysed and presented for the most part, but not entirely, in an incorrect manner</li> <li>6. The discussion shows only a very few signs of logically following from the results, linking back to existing psychological literature, reflecting on the strengths or weaknesses of the study or suggesting appropriate avenues for future research</li> </ol> <p>Often inadequately follows APA format</p>
10-24%	Bad fail	<p>Marking criteria for essays/literature reviews:</p> <ol style="list-style-type: none"> <li>1. Fails to address the topic or to answer the question</li> <li>2. Lacks a structure or framework</li> <li>3. Fails repeatedly to relate statements to each other</li> <li>4. Lacks a line of argument</li> <li>5. Fails to use evidence to support claims that are made</li> </ol> <p>Marking criteria: laboratory/research reports:</p> <ol style="list-style-type: none"> <li>1. Fails to present psychologically relevant literature</li> <li>2. Fails to present appropriate aims or hypotheses</li> <li>3. Shows absolutely no signs of originality</li> <li>4. Uses entirely inadequate empirical procedures</li> <li>5. The data are analysed and presented incorrectly</li> <li>6. The discussion does not follow logically from the results, link back to existing psychological literature in any way, reflect on the strengths or weaknesses of the study in any meaningful manner or suggest appropriate avenues for future research</li> </ol> <p>Fails to follow APA format</p>
1-9%	Very bad fail	<p>Marking criteria for essays/literature reviews:</p> <p>Contains no evidence that the student knows anything</p>

		from the psychological literature that is relevant to the topic or question.  Marking criteria for laboratory/research reports: Contains no evidence that the student knows anything from the psychological literature that is relevant to the project's hypotheses or how to collect or present empirical data.
0%	Non submission or plagiarised	Work was not submitted, was submitted with no content, was plagiarised or there was evidence of falsified data input.

## How the programme is structured

The programme is split into three levels (4, 5 and 6 according to the National Qualifications Framework), each of which corresponds to a standard full-time year of study (there is no part-time degree structure).

At LEVEL 4, students take introductory modules on the main topic areas within psychology (i.e., cognitive psychology, developmental psychology, social psychology, individual differences and biological psychology) and also practical modules training them in the principles, methods and techniques of psychological research.

There will be stream-related emphasis to the academic tutorials, which will be taught by an expert in the relevant area. Furthermore, students on each of the specialist streams will be required to focus their Extended Essay assessment (PS51010A) on a relevant stream-related topic.

At LEVEL 5, modules provide more in-depth knowledge and understanding of concepts, theories and empirical research relating to biological psychology, individual differences; cognitive psychology; developmental psychology; and social psychology. Students take a module in statistics, and a core module in research methods in which they carry out laboratory-based research both individually and within small groups of peers.

The research projects undertaken in second year will have a stream-related emphasis, and will be supervised by a member of staff with relevant expertise.

At LEVEL 6, students on the core programme (BSc in Psychology) can develop their own particular interests by choosing five options from a wide range of approximately 17 specialist modules (each worth 15 credits). They also carry out an original research dissertation on a subject of their choice with guidance and support from a supervisor. The research dissertation is a 45 credit core module which is compulsory for all students.

Students following any one of the specialist streams will be required to take one or more compulsory modules (in addition to the research dissertation) and choose three or four modules from a pre-defined group related to their stream. Specifically, students following the PCN and PCP streams are required to take one 15 credit core module related to their particular stream. PCN students must take the module PS53041A Cognitive Neuroscience and PCP students must take PS53008B Psychopathology and PS53031B Neurodevelopmental Disorders. To graduate with a PCN or PCP stream degree students must also choose three options from a limited pool of modules related to their stream. They will then be free to choose any option from the remaining list of options. Students following the PM stream are required to take three 15 credit modules: IM53008A Organisational Behaviour & Health, IM53003A Global Leadership and Talent Management, and IM53001A Training, Coaching & Counselling. They further choose two out of the following IMS options: IM53002A Project Management; IM53004A The Psychology of Advertising and Marketing; IM53009A Consumer Behaviour; IM53006A Assessment and Selection. Finally, PFP students are required to take PS53030B Psychology & Law, and PS53034B Addictive Behaviours. The remaining four level 6 options can be selected from a pre-defined group related to the forensic stream.

In addition, students following any one of the specialist streams will be required to conduct their final year project in an area relevant to their particular stream. They will receive guidance and support with respect to choosing their options and the topic of their final year project from a supervisor/personal mentor who will be an expert in the field.

Each level contributes a different percentage weighting to the overall degree. Level 4 contributes 11%, level 5 contributes 33%, and level 6 contributes 56%. Individual modules are weighted according to a credit system. To graduate, students are required to complete the equivalent of 120 credits at each level. Students take all level 4 and 5 modules. Students on PPP will be required to complete 120 credits during their placement year. At Level 6, all students are required to take the 45-credit module PS53012B Research Dissertation. Students on the core (BSc in Psychology) programme will then register for 5 further 15 credit modules that they choose from a pool of approximately 17 options. The number and/or composition of level 6 options available each year tends to vary slightly depending upon staff availability.

Note that while students will be able to switch to BSc Psychology from a stream at any point in their degree, students will not be permitted to switch from BSc Psychology to a stream (or between streams) after the end of their first year (Level 4). This is because the mini-project in year two (Level 5) is part of the learning objective for the stream work, and should be focused on a topic relevant to the stream.

The procedure in place for students who request, and are able, to switch is to write a short personal statement about why they wish to transfer. They can then only transfer if there is space in the requested stream, and the stream coordinator decides to accept the student.

#### Academic Year of Study 1 - BSc (Hons) Psychology (with specialist pathways)

Module Title	Module Code	Credits	Level	Module Status	Term
The Psychology of the Person	PS51005B	15	4	Compulsory	1-2
Biological and Comparative Approaches to Psychology	PS51006B	15	4	Compulsory	1-2
Information Processing and Cognition	PS51007C	15	4	Compulsory	1-2
Design and Analysis of Psychological Investigations	PS51008C	30	4	Compulsory	1-2
Practical Issues: Psychological Research	PS51009B	15	4	Compulsory	1-2
Extended Essay in Psychology	PS51010A	15	4	Compulsory	1-2
Analytical and Professional Skills	PS51015B	15	4	Compulsory	1-2

#### Academic Year of Study 2 - BSc (Hons) Psychology (with specialist pathways)

Module Title	Module Code	Credits	Level	Module Status	Term
Biological Substrates of Behaviour	PS52001B	15	5	Compulsory	1-2
Personality and Individual Differences	PS52002C	15	5	Compulsory	1-2
Social Psychology	PS52003B	15	5	Compulsory	1-2
Developmental Psychology	PS52004C	15	5	Compulsory	1-2
Design and Analysis of Psychological Studies	PS52005C	15	5	Compulsory	1-2
Cognitive Psychology	PS52006C	15	5	Compulsory	1-2
Research Methods in Psychology	PS52007C	30	5	Core	1-2

#### Academic Year of Study 3 for BSc (Hons) Psychology (PPP only)

Module Title	Module Code	Credits	Level	Module Status	Term
Professional Placement in Psychology	PS71086A	120	5	Compulsory	1-3

Academic Year of Study 3 (and 4 for PPP) BSc (Hons) Psychology (core pathway)\*

\*Please note that optional modules may change on an annual basis dependent on staff availability

Module Title	Module Code	Credits	Level	Module Status	Term
Research Dissertation	PS53012B	45	6	Core	1-2
Psychopathology	PS53008C	15	6	Optional	2
Multivariate Statistical Methods in Psychology	PS53011B	15	6	Optional	1-2
Applications of Attention Research	PS53019C	15	6	Optional	1
Anomalistic Psychology	PS53020D	15	6	Optional	2
Organisational Behaviour and Health	IM53008A	15	6	Optional	1
Topics in Neuropsychology	PS53024B	15	6	Optional	1
Psychology and Law	PS53030C	15	6	Optional	1
Neurodevelopmental Disorders	PS53031D	15	6	Optional	2
Behavioural Genetics	PS53032B	15	6	Optional	1
Angels or Apes: Origins of Human Nature	PS53033B	15	6	Optional	2
Addictive Behaviours	PS53034B	15	6	Optional	1
Psychological Approaches to Music	PS53036B	15	6	Optional	2
The Interpersonal Self	PS53038B	15	6	Optional	1
Psychology and Education	PS53039B	15	6	Optional	2
Cognitive Neuroscience	PS53041A	15	6	Optional	1
Magic and the Mind	PS53042A	15	6	Optional	1
Social Psychology of Social Problems	PS53044A	15	6	Optional	2
Psychology of the Arts, Aesthetics and Attraction	PS53045A	15	6	Optional	2
Cross-cultural and individual differences in attention and awareness	PS53019E	15	6	Optional	

Academic Year of Study 3 BSc (Hons) Psychology with Cognitive Neuroscience

Module Title	Module Code	Credits	Level	Module Status	Term
Research Dissertation	PS53012B	45	6	Core	1-2
Cognitive Neuroscience	PS53041A	15	6	Compulsory	1
Optional modules to the value of 60 credits from an approved list available annually from the Psychology Department (see list of optional modules provided under the BSc Psychology core programme, above)	-	60	6	Optional	1-2

Academic Year of Study 3 BSc (Hons) Psychology with Clinical Psychology

Module Title	Module Code	Credits	Level	Module Status	Term
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Research Dissertation	PS53012B	45	6	Core	1-2
Psychopathology: Cognitive Behaviour Models and Treatments	PS53008D	15	6	Compulsory	2
Neurodevelopmental Disorders	PS53031D	15	6	Compulsory	2
Optional modules to the value of 45 credits from an approved list available annually from the Psychology Department (see list of optional modules provided under the BSc Psychology core programme, above)	-	45	6	Optional	1-2

Academic Year of Study 3 BSc (Hons) Psychology with Management

Module Title	Module Code	Credits	Level	Module Status	Term
Research Dissertation	PS53012B	45	6	Core	1-2
Leadership and Talent Management	IM53003B	15	6	Compulsory	1
Training, Coaching and Counselling	IM53001A	15	6	Compulsory	Tbc
Organisational Behaviour and Health	IM53008A	15	6	Compulsory	Tbc
Modules to the value of 30 credits from an approved list available annually from the Psychology Department.  The approved optional modules includes all those optional modules listed under the BSc Psychology core programme (above), plus the following optional modules which are available to students on the Psychology with Management stream, only:	-	30	6	Optional	1-2
Project Management	IM53002A	30	6	Optional	Tbc
Psychology of Marketing and Advertising	IM53004B	15	6	Optional	Tbc
Consumer Behaviour	IM53009A	15	6	Optional	Tbc
Assessment and Selection	IM53006A	15	6	Optional	Tbc
Psychology of the Arts, Aesthetics and Attraction	PS53045A	15	6	Optional	2

Academic Year of Study 3 BSc (Hons) Psychology with Forensic Psychology

Module Title	Module Code	Credits	Level	Module Status	Term
Research Dissertation	PS53012B	45	6	Core	1-2
Psychology and Law	PS53030C	15	6	Core	1
Addictive Behaviours	PS53034B	15	6	Core	1
Optional modules to the value of 45 credits from an approved list available annually from the Psychology Department (see list of optional modules provided under	-	45	6	Optional	1-2

the BSc Psychology core programme, above)					
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## Academic support

Support for learning and wellbeing is provided in 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.

Students are allocated a personal tutor and a Senior Tutor in each department who has overall responsibility progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Every student is assigned a personal tutor who will meet with their student twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first 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 way progress, attendance, essay/coursework/assessment marks can be reviewed, and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

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

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College 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 Inclusion and Learning Support and Wellbeing Teams maintain case loads 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 throughout the year, which students can access directly at [gold.ac.uk/asc/](http://gold.ac.uk/asc/).

## **Links with employers, placement opportunities and career prospects**

Careers in psychology include for example clinical psychology, counselling, forensic psychology, occupational psychology, educational psychology, and psychological research (to name but a few). Psychology graduates also very often pursue careers in the caring professions such as social work, speech therapy, child-care and care for the elderly. Although many students pursue careers in psychology or the caring professions, the literacy, numeracy, communication and practical skills acquired by psychology students are very marketable in many other employment fields such as personnel management, advertising, and education.

Students are advised to think about careers early on in the course of their degree, and this is made particularly salient to those students on PPP. Every year there is a series of Psychology Careers Talks available to all students. Students thereby gain the opportunity to hear from and ask questions of professionals acting in different areas of psychology and psychology related careers. The first year module, PS51014B Skills and Employability in Psychology incorporates activities designed to encourage students to focus upon and develop their future employability. PS51015B runs at least one session dedicated to Goldsmiths' 3D Graduate scheme (which is further supporting through personal mentoring meetings). Goldsmiths introduced the 3D Graduate scheme to support students in becoming reflective, self-managing learners who are able to progressively take responsibility for their development. This scheme is also in place to guide students' identification of a future career path after their degree. For students taking PPP, discussion about career directions and placement decisions will happen during the first and second year of the degree with a mentor who will help them to consider the best placement options for them. In addition, students discuss career option with their personal mentor and are often referred to the college Careers Office, which provides a career education programme for students and useful on-line resources and leaflets.

Many careers in psychology require further training, such as with respect to clinical, counselling, forensic, occupational, and educational psychology. Generally, a place on a postgraduate course or a grant or both will depend on students gaining at least a lower second final degree classification on a BPS accredited degree programme such as ours. Competition for places is generally fierce and as such students are encouraged to build up their CV with relevant work or professional placement experience. The department does not run a formal placement system. However, members of staff advertise internal placement opportunities. In addition, any external placement opportunities are advertised via email and on a Careers Noticeboard within the department. Students are also encouraged and supported by their Personal Mentors to seek out opportunities for relevant work experience during their studies.

Goldsmiths BSc Psychology graduates perform very well in the job market. Data collected by Unistats (2009-2010) revealed that 42 months after graduating, Goldsmiths' Psychology graduates have the highest median salary (tied with graduates of 3 other universities) out of more than 50 English universities offering an undergraduate psychology degree.

Students taking the BSc in Psychology with Cognitive Neuroscience are likely to pursue an academic career in areas including cognitive and/or clinical neuroscience, or continue into a field in which they can apply neuroscience, such as advertising (neuromarketing), education (educational neuroscience) or therapeutic work. The BSc in Psychology with Cognitive Neuroscience is ideally placed to offer students many of the skills that will make them desirable to potential employers and MSc admission tutors.

It is anticipated that a large proportion of graduates in Psychology with Management will continue their training in occupational psychology, management and leadership with either practical experience or an MSc. Many students already enrol on our occupational psychology MSc programme (see above) which would provide them with further training in this area.

Students taking the BSc in Psychology with Clinical Psychology are likely to continue into a clinically-

relevant field, which may include assistant clinical psychology positions, clinically-relevant research, or other caring professions such as social work, speech therapy, community mental health care, child care and care for the elderly.

The BSc in Psychology with Forensic Psychology would naturally lead students to continue their education and training at Goldsmiths via enrollment on the BPS accredited MSc Forensic Psychology programme that launched in 2015.

### **The requirements of a Goldsmiths degree**

Undergraduate degrees have a total value of 360 credits. They are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications.

Year 1 = Level 4

Year 2 = Level 5

Year 3 = Level 6

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

“Core” – which must be taken as part of the degree and passed with a mark of at least 40%.

Progression:

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students normally must pass new modules to a minimum value of 45 credits before proceeding to the next year.

In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree:

In order to graduate with a classified degree, students must successfully complete modules to the value of 360 credits. However if a module which has not be defined as “core” has been failed with a mark of 35-39% and all three permitted attempts have been used, this module may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above. No more than 60 credits may be compensated this way across a programme and no more than 30 at any one level.

Classification:

Final degree classification will be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively

Degrees are awarded with the following classifications:

First Class – 70%+

Upper Second – 60-69%

Lower Second – 50-59%

Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree



### Intermediate Exit Points:

Some programmes incorporate intermediate exit points of Certificate of Higher Education and Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 (120 of which at level 5) credits respectively. The awards are made without classification.

The above information is intended as a guide. For further information, please refer to the Regulations for Undergraduate Students, which may be found here:

<http://www.gold.ac.uk/governance/studentregulations/>

### Programme-specific rules and facts

In order to be awarded an honours degree students need to pass or receive a compensated fail for all modules on the programme (360 credits, or 480 credits for PPP). If, at the end of the programme, having used up all permitted further attempts to pass one or more modules, a student passes modules to a total value of less than 360 credits (480 for PPP), but of at least 300 credits (420 for PPP) they will be awarded a "Pass" degree. Among the credits for each of these qualifications, all students must have passed the following "core" modules without compensation: PS52007C and PS53012B. To be eligible for the Graduate Basis for Registration (GBR) membership of the British Psychological Society (BPS) a 2:2 degree or above classification (Honours) must be awarded, including a pass grade for PS53012B, Research Dissertation.

### Professional Placement

#### Approval of placements

It is the responsibility of the student to secure their placements with the support of the department and the College Careers Service. All placements must be secured and approved by 30<sup>th</sup> June of each year. Students must provide the module co-ordinator with information about the placement (see below) so that it can be considered for approval. The module co-ordinator will collaborate with the proposed placement to confirm the information and make any other necessary enquiries.

- Name and address of organisation
- Sector
- Name and contact details of supervisor
- Start and end date of placement
- Number of days that will be worked per week
- Working hours (e.g. 9-5)
- Whether expenses will be provided
- The duties the student will undertake
- Confirmation of public liability insurance
- Confirmation that if a DBS check is needed the organisation will pay
- Confirmation that the student will have the necessary equipment/resources available to complete placement
- A risk assessment should be undertaken if the placement is new (usually involves a visit to the institution)

Adequate progress on placement will be measured at the end of the placement, but also at the placement visit so that any issues can be highlighted sooner and resolved before the placement finishes. Please note that the student and the placement organisation will be encouraged to speak to the module co-ordinator if there are any problems. The following criteria will be used to measure progress:

- Good attendance
- Good punctuality
- Professional attitude at work
- Good at following direction
- Completes tasks set
- Gets on well with the team
- Working within organisation protocol

Students who cannot find a suitable placement, or who fail the Placement year would be able to transfer to the BSc Psychology programme to complete their studies.

## **Programme costs**

### **General Costs**

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

### **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 must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain 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 of these procedures are published on the webpages of the Quality Office (<http://www.gold.ac.uk/quality/>).