

# Programme Specification

## Postgraduate 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>	MSc Foundations in Clinical Psychology and Health Services
<b>Name of Interim Award(s)</b>	N/A
<b>Duration of Study/Period of Registration</b>	1 year full-time or 2 years part-time
<b>UCAS Code(s)</b>	N/A
<b>HECos Code(s)</b>	(100985) Health Psychology
<b>QAA Benchmark Group</b>	Psychology, Health Studies
<b>FHEQ Level of Award</b>	Level 7
<b>Programme Accredited by</b>	N/A
<b>Date Programme Specification last updated/approved</b>	August 2017
<b>Primary Department/Institute</b>	Psychology

<b>Departments which will also be involved in teaching part of the programme</b>
Not Applicable

### Programme overview

This one year full-time (two years part-time) programme aims to provide you with a strong base of knowledge, skills and experience to progress to or within health service careers, including clinical psychology, clinical research and NHS management. It seeks to equip you with an up to date knowledge of relevant theory and practical issues in UK health services (both NHS and privately-provided), and develop the knowledge and skills necessary to undertake research and development in healthcare settings, including service evaluations, clinical audit, and intervention evaluations. It has been designed to attract two strands of applicants: graduates in Psychology or related disciplines who are interested in progressing to careers in the health professions as practitioners, researchers or managers; and current health service professionals with a degree in Psychology or a related discipline who wish to enhance skills and knowledge in the areas covered by the programme, as part of their continuing professional development.

### Programme entry requirements

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

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

### Aims of the programme

The programme aims:

1. to provide you with a strong knowledge and experience base for progressing to or within health service careers, including clinical psychology, clinical research, and health service management
2. to equip you with a broad understanding of mental health service issues, including: the organisation and delivery of services to different client groups; the roles of, and interrelationships between, different professions; clinical governance; the role of clinical audit and service evaluation; funding mechanisms.
3. to develop your knowledge and understanding of psychological theories and interventions in relation to a range of clinical psychology areas including mood disorders, anxiety disorders, schizophrenia, addiction, neuro-developmental disorders, and neurological conditions
4. to introduce you to a range of psychometric instruments used widely to assess mood, cognitive ability, and other aspects of psychosocial functioning and to develop your skills in interpreting scores obtained on such measures in the context of individual assessments and service outcome evaluations
5. to provide you with the knowledge and skills required to critically assess research in clinical psychology, particularly studies of therapeutic efficacy, and to undertake novel research in an area of clinical psychology.

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

### What you will be expected to achieve

Students who successfully complete the programme will be able to:

Knowledge and Understanding		Taught by the following modules
<b>A1</b>	Demonstrate an awareness of the organisation and delivery of mental health services to children, adults and older people in the UK	PS710: 48D, 71B; 80A
<b>A2</b>	Identify the roles of, and interrelationships between, different healthcare professions	PS710: 48D, 71B; 80A
<b>A3</b>	Critically assess clinical issues in the provision of mental health services in the UK (e.g. ethics, cultural issues, multidisciplinary team working)	PS710: 48D, 71B; 80A
<b>A4</b>	Identify and use key assessment and measurement tools used across a range of areas in mental health settings	PS710: 48D, 51B, 71B, 80A
<b>A5</b>	Demonstrate an awareness of career pathways and structures within UK health services	PS710: 48D, 71B; 80A
<b>A6</b>	Conduct and critically assess service evaluations and audits, and research into treatment effectiveness	PS710: 48D, 51B, 71B; 80A
<b>A7</b>	Critically describe and evaluate the key theoretical perspectives that underpin the delivery of various mental health services	PS710: 48D, 71B; 80A
<b>A8</b>	Assess and utilise the research designs and statistical methods typically used in clinical and health service settings	PS710: 20D; 51B; 54D; 82A; 83A; 84A
<b>A9</b>	Outline and critically discuss the criteria used to assess and diagnose key psychological disorders	PS710: 48D, 80A;
<b>A10</b>	Critically assess the mechanisms and processes that may confer risk and resilience for the development of psychological disorders	PS710: 48D, 80A

Cognitive and Thinking Skills		Taught by the following modules
<b>B1</b>	Demonstrate an awareness of the	

	interdependence of theory and practice in clinical and health service settings	PS710: 48D; 51B; 71B; 84A
<b>B2</b>	Identify and articulate principles of good practice in a range of clinical and health service contexts	PS710: 48D; 71B; 80A
<b>B3</b>	Assess the strengths and weaknesses of particular approaches to research and evaluation in a range of clinical settings	PS710: 48D, 51B, 54D, 71B, 80A, 84A
<b>B4</b>	Critically evaluate clinical interventions and services, taking into account the quality and diversity of existing relevant literature	PS710: 48D, 71B, 80A
<b>B5</b>	Demonstrate an awareness of the multidisciplinary nature of work in clinical and health service settings	PS710: 48D, 71B, 80A
<b>B6</b>	Interpret and evaluate psychometric data	PS710: 20C, 48D, 51B, 82A, 83A, 84A

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
<b>C1</b>	Conduct and report on a clinical or health service audit/ evaluation	PS710: 51B, 54D, 84A
<b>C2</b>	Use electronic databases and resources to search for relevant research papers and reports	PS710: 48D, 51B, 54D, 83A, 84A
<b>C3</b>	Use statistical software (e.g. SPSS/PASW) to analyse clinical data	PS710: 20C, 51B, 82A, 83A
<b>C4</b>	Communicate the results of their own research, and that of others, to their peers	PS710: 51B, 54D, 84A
<b>C5</b>	Produce high quality written reports demonstrating intellectual rigour	PS710: 48D, 51B, 71B, 80A, 83A, 84A

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	Critical analyse and evaluate research material	PS710: 48D, 51B, 54D, 71B, 84A
<b>D2</b>	Use internet and electronic databases for research	PS710: 48D, 51B, 54D, 71B, 84A
<b>D3</b>	Construct and develop evidence-based written arguments	PS710: 48D, 51B, 54D, 71B, 80A, 83A, 84A
<b>D4</b>	Develop and deliver effective oral presentations	PS710: 51B, 54D, 84A
<b>D5</b>	Synthesise complex information into concise forms readily understood by others	PS710: 20D, 48D, 51B, 54D, 71B, 80A, 82A, 83A, 84A
<b>D6</b>	Development personal attributes that enhance leadership potential	PS710: 48D, 71B, 80A
<b>D7</b>	Work effectively with others in team environments	PS710: 48D, 51B, 54D, 80A

## 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

The learning outcomes are assessed by a variety of means: extended essays, research design coursework, unseen written and multiple choice examinations, research proposals, oral and poster presentations and a dissertation based on a substantive research project.

Evaluation is vital for squaring the curriculum design principles of aims, content and process with outcomes, and the model adopted has iterative links between these elements, designed to diagnose strengths and weaknesses of existing provision, as well as monitoring the success of innovations. This process is designed to encourage you to be actively involved in the learning process, and to be concerned with issues of quality.

#### Coursework Feedback

All assessed work, including examinations, is marked on a percentage scale. Five attributes of students' written work are considered when assigning coursework marks. The five attributes are as follows:  
 Answer (Does the work answer the question or address the issue?) Structure (Is the general structure of the work coherent?)  
 Flow (Does each statement follow sensibly from its predecessor?) Argument (Is there a convincing quality of argument in the work?) Evidence (Are claims supported by relevant evidence from the literature?)

### Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.  In addition to the criteria for an excellent grade it will also have an excellent or original line of argument that can be followed very easily.
70-79%	Distinction	Overall the work shows evidence of rigorous analytical research in its conceptualisation; an excellent level of response to the set tasks; the conceptual coherency of the work is strong and ideas are researched and deployed within a clearly defined contextual framework. The work shows ample evidence of sustained academic enquiry,

		<p>draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks;</p> <p>A mark of 70% - 79% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>1. addresses the topic in an explicit manner</li> <li>2. announces its structure at the start and stick closely to this announced structure</li> <li>3. has relationships between statements that are very easy to recognise</li> </ol> <p>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.</p>
60-69%	Merit	<p>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</p> <p>A mark of 60% - 69% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>1. attempts to address the topic or answer the question</li> <li>2. has a detectable 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 good quality line of argument</li> <li>5. supports claims by reference to relevant literature</li> <li>6. Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</li> </ol>
50-59%	Pass	<p>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.</p> <p>A mark of 50% - 59% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>1. presents relevant material but fails to use it to answer the question or address the issue</li> <li>2. has a structure, but one that is rather loose and unannounced</li> <li>3. has relationships between statements that are sometimes hard to follow</li> <li>4. has a fair quality line of argument (information drives argument, rather than other way round)</li> <li>5. tends to make claims without sufficient supporting evidence</li> </ol>

		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	<p>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.</p> <p>A mark of 30-49% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. lacks a clear structure or framework</li> <li>3. has relationships between statements that are often difficult to recognise</li> <li>4. has a poor quality line of argument</li> <li>5. makes poor use of evidence to support most of the claims that are made</li> </ol> <p>The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.</p>
10-29%	Bad fail	<p>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.</p> <p>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.</p>
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

### How the programme is structured

The programme structure is based on the Goldsmiths Credit Accumulation Transfer Scheme (CATS), in which the whole MSc Programme is equivalent to 180 CATS. The programme is comprised of two pathways: an Applied Clinical Psychology pathway, and a Research in Clinical Psychology pathway. All students on both pathways will complete a set of core modules that comprise 135 credits in total. For the remaining 45 credits, students on the two pathways will complete a different set of modules. Please note

that your choice of pathway will not affect the title of the degree that you will receive; it simply governs the choice of modules for those 45 credits.

In addition to the taught modules listed below, you will be encouraged to attend the Psychology Department Invited Speaker Series, and any other relevant Postgraduate seminars and career talks. The following provides a breakdown of CATS across the two pathways on this MSc:

#### Academic Year of Study 1 Applied Clinical Psychology pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Understanding and Treating Psychological Disorders	PS71048D	30	7	Core	1-2
Professional Issues in Psychological Practice	PS71071B	15	7	Core	2
Statistical Methods	PS71020D	15	7	Core	1
Research Design and Analysis	PS71054D	15	7	Core	tbc
Research Project	PS71051B	60	7	Core	1-3
Professional Practice	PS71080A	45	7	Core	1,2,3

#### Academic Year of Study 1 Research in Clinical Psychology pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Understanding and Treating Psychological Disorders	PS71048D	30	7	Core	1-2
Professional Issues in Psychological Practice	PS71071B	15	7	Core	2
Statistical Methods	PS71020D	15	7	Core	1
Research Design and Analysis	PS71054D	15	7	Core	tbc
Advanced Quantitative Methods	PS71082A	15	7	Optional	2
Statistical Data Analysis Project	PS71083A	15	7	Optional	2
Applied Research Design in Clinical Psychology	PS71084A	15	7	Optional	2

### 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**

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

Local NHS, voluntary sector and private health providers offer a range of informal placements to our students, providing unique opportunities to gain valuable academic clinical and research experience through volunteer or paid positions. These are advertised as they become available and usually last for 3-6 months over 2 or 3 days a week. Teaching staff are available to help you with the placement application process and to support you in the placements you obtain either through college or independently. Students on the Applied Clinical Psychology pathway will complete a 35 day work placement as part of the Professional Practice module.

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

#### **Master's Degrees**

All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised

of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

#### Intermediate Exit Points

Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

#### Final Classification

There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: [www.gold.ac.uk/governance/studentregulations/](http://www.gold.ac.uk/governance/studentregulations/)

### **Programme-specific rules and facts**

#### **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/>).