

MSc Foundations in Clinical Psychology and Health Services

Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London**Final Award:** MSc Foundations in Clinical Psychology and Health Services**Interim Awards:** Postgraduate Certificate in Foundations in Clinical Psychology and Health Services

Postgraduate Diploma in Foundations in Clinical Psychology and Health Services

Programme Name: MSc Foundations in Clinical Psychology and Health Services**Total credit value for programme: 180****Duration of Programme:** 1 year full-time or 2 years part-time**UCAS Code(s):** N/A**HECoS Code(s):****QAA Benchmark Group:****FHEQ Level of Award:** Level 7**Programme accredited by:** Not applicable**Date Programme Specification last updated/approved:** May 2024**Home Department:** Psychology**Department(s) which will also be involved in teaching part of the programme:** N/A

Programme overview

This programme aims to provide you with the knowledge, skills and experience to develop a career in clinical psychology and related areas. This includes working in applied settings and working as a researcher in clinical psychology. It seeks to equip you with an up-to-date knowledge of relevant theory and practical issues in the provision of mental health services in the UK and to develop the knowledge and skills necessary to undertake research and development in academic and healthcare settings. You can shape your learning journey and experience on the programme by choosing one of two available pathways on the programme; the Applied Clinical Psychology pathway, and the Research in Clinical Psychology pathway. The Applied Clinical Psychology pathway involves completing a 35 day work placement with one of our partner clinical services and is well suited to students who may not have had the opportunity to previously work in a clinical setting. The Research in Clinical Psychology pathway involves undertaking more advanced training in statistics

and research methods and is well suited to students who may want to pursue further postgraduate study, such as Doctorate in Clinical Psychology programmes or PhD programmes.

The clinical teaching on the programme will cover a diverse range of therapeutic perspectives and client populations, and you will consider the various roles that clinical psychologists play in the workforce and in the broader community. Teaching from staff with experience in clinical psychology (research or practice) in the Department may be supplemented by guest lectures and workshops undertaken by external clinical psychologists working in the field. All students on the programme will have the opportunity to complete a research project, in conjunction with a staff supervisor, across the programme. This is an opportunity for students to explore an area of interest within clinical psychology in depth, and to engage creatively and critically with existing knowledge in the area. The project will also allow you to apply the skills and knowledge you develop over the year from the teaching on the statistics and research methods modules. Students who complete the programme often look to progress to further postgraduate study and training in clinical psychology, or in allied areas such as counselling or educational psychology, or look to further bolster their clinical work experience, for example in Assistant Psychologist posts.

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 enroll on our programmes. The College's normal requirement is an IELTS score of 6.5 or equivalent.

Programme learning outcomes

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 sleep disorders, mood disorders, anxiety disorders, schizophrenia, addiction, neurodevelopmental 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.

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

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

	resilience for the development of psychological disorders	
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Cognitive and Thinking Skills		Taught by the following modules
B1	Demonstrate an awareness of the interdependence of theory and practice in clinical and health service settings	PS710: 48E; 71B
B2	Identify and articulate principles of good practice in a range of clinical and health service contexts	PS710: 48E; 71B
B3	Assess the strengths and weaknesses of particular approaches to research and evaluation in a range of clinical settings	PS710: 48E, 54D, 71B
B4	Critically evaluate clinical interventions and services, taking into account the quality and diversity of existing relevant literature	PS710: 48E, 71B
B5	Demonstrate an awareness of the multidisciplinary nature of work in clinical and health service settings	PS710: 48E, 71B

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Critically evaluate a clinical or health service audit/ evaluation	PS710: 54D
C2	Use electronic databases and resources to search for relevant research papers and reports	PS710: 48E
C3	Produce high quality written reports demonstrating intellectual rigour	PS710: 48E, 71B

Transferable Skills		Taught by the following modules
D1	Critically analyse and evaluate research material	PS710: 48E, 54D, 71B
D2	Use internet and electronic databases for research	PS710: 48E, 54D, 71B
D3	Construct and develop evidence-based written arguments	PS710: 48E, 71B
D4	Develop and deliver effective oral presentations	PS710: 54D

D5	Synthesise complex information into concise forms readily understood by others	PS710: 48E, 71B
D6	Develop personal attributes that enhance leadership potential	PS710: 48E, 71B
D7	Work effectively with others in team environments	PS710: 48E, 54D

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

Option 1 - successfully complete of all required modules except PS71051C - Research Project

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

Cognitive and Thinking Skills		Taught by the following modules
B1	Demonstrate an awareness of the interdependence of theory and practice in clinical and health service settings	PS710: 48E; 71B; 84A
B2	Identify and articulate principles of good practice in a range of clinical and health service contexts	PS710: 48E; 71B; 80A
B3	Assess the strengths and weaknesses of particular approaches to research and evaluation in a range of clinical settings	PS710: 48E, 54D, 71B, 80A, 84A
B4	Critically evaluate clinical interventions and services, taking into account the quality and diversity of existing relevant literature	PS710: 48E, 71B, 80A
B5	Demonstrate an awareness of the multidisciplinary nature of work in clinical and health service settings	PS710: 48E, 71B, 80A
B6	Interpret and evaluate psychometric data	PS710: 20E, 48E, 82A, 83A, 84A

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

Transferable Skills		Taught by the following modules
D1	Critically analyse and evaluate research material	PS710: 48E, 54D, 71B, 84A
D2	Use internet and electronic databases for research	PS710: 48E, 54D, 71B, 84A
D3	Construct and develop evidence-based written arguments	PS710: 48E, 54D, 71B, 80A, 83A, 84A

D4	Develop and deliver effective oral presentations	PS710: 54D, 84A
D5	Synthesise complex information into concise forms readily understood by others	PS710: 20E, 48E, 54D, 71B, 80A, 82A, 83A, 84A
D6	Develop personal attributes that enhance leadership potential	PS710: 48E, 71B, 80A
D7	Work effectively with others in team environments	PS710: 48E, 54D, 80A

Option 2 - successful completion of the following modules: PS71048E - Understanding and Treating Psychological Disorders; PS71071B - Professional Issues in Psychological Practice; PS71054D - Research Design and Analysis; and PS71051C - Research Project

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

A10	Critically assess the mechanisms and processes that may confer risk and resilience for the development of psychological disorders	PS710: 48E
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Cognitive and Thinking Skills		Taught by the following modules
B1	Demonstrate an awareness of the interdependence of theory and practice in clinical and health service settings	PS710: 48E; 51C; 71B
B2	Identify and articulate principles of good practice in a range of clinical and health service contexts	PS710: 48E; 71B
B3	Assess the strengths and weaknesses of particular approaches to research and evaluation in a range of clinical settings	PS710: 48E, 51C, 54D, 71B
B4	Critically evaluate clinical interventions and services, taking into account the quality and diversity of existing relevant literature	PS710: 48E, 71B
B5	Demonstrate an awareness of the multidisciplinary nature of work in clinical and health service settings	PS710: 48E, 71B
B6	Interpret and evaluate psychometric data	PS710: 48E, 51C, 54D

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

Transferable Skills	Taught by the following modules

D1	Critically analyse and evaluate research material	PS710: 48E, 51C, 54D, 71B
D2	Use internet and electronic databases for research	PS710: 48E, 51C, 54D, 71B
D3	Construct and develop evidence-based written arguments	PS710: 48E, 51C, 54D, 71B
D4	Develop and deliver effective oral presentations	PS710: 51C, 54D
D5	Synthesise complex information into concise forms readily understood by others	PS710: 48E, 51C, 54D, 71B
D6	Develop personal attributes that enhance leadership potential	PS710: 48E, 71B
D7	Work effectively with others in team environments	PS710: 48E, 51C, 54D

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Knowledge and Understanding		Taught by the following modules
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A3	Critically assess clinical issues in the provision of mental health services in the UK (e.g. ethics, cultural issues, multidisciplinary team working)	PS710: 48E, 71B; 80A
A4	Identify and use key assessment and measurement tools used across a range of areas in mental health settings	PS710: 48E, 51C, 71B, 80A
A5	Demonstrate an awareness of career pathways and structures within UK health services	PS710: 48E, 71B; 80A
A6	Conduct and critically assess service evaluations and audits, and research into treatment effectiveness	PS710: 48E, 51C, 71B; 80A
A7	Critically describe and evaluate the key theoretical perspectives that underpin the delivery of various mental health services	PS710: 48E, 71B; 80A
A8	Assess and utilise the research designs and statistical methods typically used in clinical and health service settings	PS710: 20E; 51C; 54D; 82A; 83A; 84A

A9	Outline and critically discuss the criteria used to assess and diagnose key psychological disorders	PS710: 48E, 80A;
A10	Critically assess the mechanisms and processes that may confer risk and resilience for the development of psychological disorders	PS710: 48E, 80A

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C3	Use statistical software (e.g. SPSS/PASW) to analyse data	PS710: 20E, 51C, 82A, 83A
C4	Communicate the results of their own research, and that of others, to their peers	PS710: 51C, 54D, 84A
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D4	Develop and deliver effective oral presentations	PS710: 51C, 54D, 84A
D5	Synthesise complex information into concise forms readily understood by others	PS710: 20E, 48E, 51C, 54D, 71B, 80A, 82A, 83A, 84A
D6	Develop personal attributes that enhance leadership potential	PS710: 48E, 71B, 80A
D7	Work effectively with others in team environments	PS710: 48E, 51C, 54D, 80A

Grading 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, 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: 1. addresses the topic in an explicit manner 2. announces its structure at the start and stick closely

		<p>to this announced structure</p> <p>3. has relationships between statements that are very easy to recognise</p> <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"> 1. attempts to address the topic or answer the question 2. has a detectable structure which is adhered to for the most part 3. has relationships between statements that are generally easy to follow 4. has a good quality line of argument 5. supports claims by reference to relevant literature 6. Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.
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"> 1. presents relevant material but fails to use it to answer the question or address the issue 2. has a structure, but one that is rather loose and unannounced 3. has relationships between statements that are

		<p>sometimes hard to follow</p> <ol style="list-style-type: none"> 4. has a fair quality line of argument (information drives argument, rather than other way round) 5. tends to make claims without sufficient supporting evidence <p>Within this category, the mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.</p>
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"> 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. 2. lacks a clear structure or framework 3. has relationships between statements that are often difficult to recognise 4. has a poor quality line of argument 5. makes poor use of evidence to support most of the claims that are made <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</p>

		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

Mode of study

Programme structure

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:

Full-time mode

Academic Year of Study 1 Applied Clinical Psychology pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Understanding and Treating Psychological Disorders	PS71048E	30	7	Core	1-2
Professional Issues in Psychological Practice	PS71071B	15	7	Core	2
Multivariate Statistical Methods	PS71020E	15	7	Core	1
Research Design and Analysis	PS71054D	15	7	Core	1
Research Project	PS71051C	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	PS71048E	30	7	Core	1-2
Professional Issues in Psychological Practice	PS71071B	15	7	Core	2
Multivariate Statistical Methods	PS71020E	15	7	Core	1
Research Design and Analysis	PS71054D	15	7	Core	1
Research Project	PS71051C	60	7	Core	1-3
Advanced Quantitative Methods	PS71082A	15	7	Core	2
Data Analysis and Visualisation Project	PS71083B	15	7	Core	2
Applied Research Design in Clinical Psychology	PS71084A	15	7	Core	2

Part-time mode

Applied Clinical Psychology Pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Understanding and Treating Psychological Disorders	PS71048E	30	7	Core	1-2
Professional Issues in Psychological Practice	PS71071B	15	7	Core	2
Statistical Methods	PS71020E	15	7	Core	1
Research Design and Analysis	PS71054D	15	7	Core	1
Research Project	PS71051C	60	7	Core	1-6
Professional Practice	PS71080A	45	7	Core	4-6

Research in Clinical Psychology Pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Understanding and Treating Psychological Disorders	PS71048E	30	7	Core	1-2
Professional Issues in Psychological Practice	PS71071B	15	7	Core	2
Multivariate Statistical Methods	PS71020E	15	7	Core	1
Research Design and Analysis	PS71054D	15	7	Core	1
Research Project	PS71051C	60	7	Core	1-6
Advanced Quantitative Methods	PS71082A	15	7	Core	5

Data Analysis and Visualisation Project	PS71083B	15	7	Core	5
Applied Research Design in Clinical Psychology	PS71084A	15	7	Core	5

For PG Certificate (60 Credits)

Successful completion of the following modules: PS71048E - Understanding and Treating Psychological Disorders; PS71071B - Professional Issues in Psychological Practice; and PS71054D - Research Design and Analysis.

For PG Diploma (120 Credits)

Option 1

Successful completion of all required modules, with the exception of PS71051C - Research Project.

Option 2

Successful completion of the following modules: PS71048E - Understanding and Treating Psychological Disorders; PS71071B - Professional Issues in Psychological Practice; PS71054D - Research Design and Analysis; and PS71051C - Research Project.

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 three 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 [Centre for Academic Language and Literacies](#) 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.

Placement opportunities

Students who choose the Applied Clinical Pathway will be required to complete a 35 day work placement in a clinical setting as part of the module PS71080A – Professional Practice. Various other voluntary placement opportunities arise throughout the year and these are distributed to students on the programme via the programme staff.

Employability and potential career opportunities

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.

Programme-specific requirements

N/A

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

Specific programme costs

Students who choose the work placement on the Applied Clinical Pathway may need to fund costs related to undertaking the placement, including, but not limited to, DBS checks, vaccinations, travel to and from the placement, and any related subsistence costs while on placement.