

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

Name of Final Award and Programme Title:

MSc Foundations in Clinical Psychology and Health Services

Name of Interim Exit Award(s): Not applicable

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

UCAS Code(s): Not applicable

HECoS Code(s): (100985) Health Psychology

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: January 2022

Home Department: Psychology

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

Not applicable

Programme overview

This one year full-time (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

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate an awareness of the organisation and delivery of mental health services to children, adults and older people in the UK	Understanding and Treating Psychological Disorders, Professional Issues in Psychological Practice; Professional Practice
A2	Identify the roles of, and interrelationships between, different healthcare professions	Understanding and Treating Psychological Disorders, Professional Issues in Psychological Practice; Professional Practice
A3	Critically assess clinical issues in the provision of mental health services in the UK (e.g. ethics, cultural issues, multidisciplinary team working)	Understanding and Treating Psychological Disorders, Professional Issues in Psychological Practice; Professional Practice
A4	Identify and use key assessment and measurement tools used across a range of areas in mental health settings	Understanding and Treating Psychological Disorders, Research Project, Professional Issues in Psychological Practice, Professional Practice
A5	Demonstrate an awareness of career pathways and structures within UK health services	Understanding and Treating Psychological Disorders, Professional Issues in Psychological Practice; Professional Practice
A6	Conduct and critically assess service evaluations and audits, and research into treatment effectiveness	Understanding and Treating Psychological Disorders, Research Project, Professional Issues in Psychological Practice; Professional Practice
A7	Critically describe and evaluate the key theoretical perspectives that underpin the delivery of various mental health services	Understanding and Treating Psychological Disorders, Professional Issues in Psychological Practice; Professional Practice
A8	Assess and utilise the research designs and Multivariate Statistical Methods typically used in clinical and health service settings	Multivariate Statistical Methods; Research Project; Research Design and Analysis; Advanced Quantitative Methods; Statistical Data Analysis

Code	Learning outcome	Taught by the following module(s)
		Project; Applied Research Design in Clinical Psychology
A9	Outline and critically discuss the criteria used to assess and diagnose key psychological disorders	Understanding and Treating Psychological Disorders, Professional Practice
A10	Critically assess the mechanisms and processes that may confer risk and resilience for the development of psychological disorders	Understanding and Treating Psychological Disorders, Professional Practice

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Demonstrate an awareness of the interdependence of theory and practice in clinical and health service settings	Understanding and Treating Psychological Disorders; Research Project; Professional Issues in Psychological Practice; Applied Research Design in Clinical Psychology
B2	Identify and articulate principles of good practice in a range of clinical and health service contexts	Understanding and Treating Psychological Disorders; Professional Issues in Psychological Practice; Professional Practice
B3	Assess the strengths and weaknesses of particular approaches to research and evaluation in a range of clinical settings	Understanding and Treating Psychological Disorders, Research Project, Research Design and Analysis, Professional Issues in Psychological Practice, Professional Practice, Applied Research Design in Clinical Psychology
B4	Critically evaluate clinical interventions and services, taking into account the quality and diversity of existing relevant literature	Understanding and Treating Psychological Disorders, Professional Issues in Psychological Practice, Professional Practice
B5	Demonstrate an awareness of the multidisciplinary nature of work in clinical and health service settings	Understanding and Treating Psychological Disorders, Professional Issues in Psychological Practice, Professional Practice
B6	Interpret and evaluate psychometric data	Multivariate Statistical Methods, Understanding and Treating

Code	Learning outcome	Taught by the following module(s)
		Psychological Disorders, Research Project, Advanced Quantitative Methods, Statistical Data Analysis Project, Applied Research Design in Clinical Psychology

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Conduct and report on a clinical or health service audit/ evaluation	Research Project, Research Design and Analysis, Applied Research Design in Clinical Psychology
C2	Use electronic databases and resources to search for relevant research papers and reports	Understanding and Treating Psychological Disorders, Research Project, Research Design and Analysis, Statistical Data Analysis Project, Applied Research Design in Clinical Psychology
C3	Use statistical software (e.g. SPSS/PASW) to analyse clinical data	Multivariate Statistical Methods, Research Project, Advanced Quantitative Methods, Statistical Data Analysis Project
C4	Communicate the results of their own research, and that of others, to their peers	Research Project, Research Design and Analysis, Applied Research Design in Clinical Psychology
C5	Produce high quality written reports demonstrating intellectual rigour	Understanding and Treating Psychological Disorders, Research Project, Professional Issues in Psychological Practice, Professional Practice, Statistical Data Analysis Project, Applied Research Design in Clinical Psychology

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Critical analyse and evaluate research material	Understanding and Treating Psychological Disorders, Research Project, Research Design and Analysis, Professional Issues in

Code	Learning outcome	Taught by the following module(s)
		Psychological Practice, Applied Research Design in Clinical Psychology
D2	Use internet and electronic databases for research	Understanding and Treating Psychological Disorders, Research Project, Research Design and Analysis, Professional Issues in Psychological Practice, Applied Research Design in Clinical Psychology
D3	Construct and develop evidence-based written arguments	Understanding and Treating Psychological Disorders, Research Project, Research Design and Analysis, Professional Issues in Psychological Practice, Professional Practice, Statistical Data Analysis Project, Applied Research Design in Clinical Psychology
D4	Develop and deliver effective oral presentations	Research Project, Research Design and Analysis, Applied Research Design in Clinical Psychology
D5	Synthesise complex information into concise forms readily understood by others	Multivariate Statistical Methods, Understanding and Treating Psychological Disorders, Research Project, Research Design and Analysis, Professional Issues in Psychological Practice, Professional Practice, Advanced Quantitative Methods, Statistical Data Analysis Project, Applied Research Design in Clinical Psychology
D6	Development personal attributes that enhance leadership potential	Understanding and Treating Psychological Disorders, Professional Issues in Psychological Practice, Professional Practice
D7	Work effectively with others in team environments	Understanding and Treating Psychological Disorders, Research Project, Research Design and Analysis, Professional Practice

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, 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: <ul style="list-style-type: none"> • addresses the topic in an explicit manner • announces its structure at the start and stick closely to this announced structure

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • has relationships between statements that are very easy to recognise • gives wide-ranging and appropriate evidential support for claims that are made <p>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> <ul style="list-style-type: none"> • attempts to address the topic or answer the question • has a detectable structure which is adhered to for the most part • has relationships between statements that are generally easy to follow • has a good quality line of argument • supports claims by reference to relevant literature <p>Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>
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> <ul style="list-style-type: none"> • presents relevant material but fails to use it to answer the question or address the issue

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • has a structure, but one that is rather loose and unannounced • has relationships between statements that are sometimes hard to follow • has a fair quality line of argument (information drives argument, rather than other way round) • tends to make claims without sufficient supporting evidence <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> <ul style="list-style-type: none"> • fails to adequately address the topic or to answer the question, either by reproducing material that is only partly relevant, or by inaccurately reproducing material that is relevant, or by reproducing only a very small amount of relevant material. • lacks a clear structure or framework • has relationships between statements that are often difficult to recognise • has a poor quality line of argument • makes poor use of evidence to support most of the claims that are made <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>

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

How the programme is structured

The programme 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 compulsory 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:

Applied Clinical Psychology

Module Title	Module Code	Credits	Level	Module Status	Term
Understanding and Treating Psychological Disorders	PS71048D	30	7	Compulsory	1-2
Professional Issues in Psychological Practice	PS71071B	15	7	Compulsory	2
Multivariate Statistical Methods	PS71020E	15	7	Compulsory	1

Module Title	Module Code	Credits	Level	Module Status	Term
Research Design and Analysis	PS71054D	15	7	Compulsory	tbc
Research Project (Clinical Practice)	PS71051C	60	7	Compulsory	1-3
Professional Practice	PS71080A	45	7	Compulsory	1,2,3

Research in Clinical Psychology

Module Title	Module Code	Credits	Level	Module Status	Term
Understanding and Treating Psychological Disorders	PS71048D	30	7	Compulsory	1-2
Professional Issues in Psychological Practice	PS71071B	15	7	Compulsory	2
Multivariate Statistical Methods	PS71020D	15	7	Compulsory	1
Research Design and Analysis	PS71054D	15	7	Compulsory	tbc
Research Project (Clinical Practice)	PS71051C	60	7	Compulsory	1-3
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 a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

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

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

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

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

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

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

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

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

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

Links with employers, placement opportunities and career prospects

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

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

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

Modules

Modules are defined as:

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

Progression

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

Award of the degree

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

Classification

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

Masters degrees are awarded with the following classifications:

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

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

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

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

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

General programme costs

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

Specific programme costs

Not applicable.

How teaching quality will be monitored

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

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

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

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

Detailed information on all these procedures are published on the [Quality Office web pages](#).