

## **MSc Psychology (Conversion)**

### 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 Psychology (Conversion)

**Name of Interim Exit Award(s):**

Postgraduate Certificate in Psychology

Postgraduate Diploma in Psychology

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

**UCAS Code(s):** Not applicable

**HECoS Code(s):** (100497) Psychology

**QAA Benchmark Group:** Not applicable

**FHEQ Level of Award:** Level 7

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** July 2021

**Home Department:** Psychology

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

Not applicable

## **Programme overview**

This innovative MSc programme is aimed at students who have not studied psychology before, and will equip them with the knowledge and qualifications necessary to start their training for a career in professional psychology (e.g., clinical psychology, educational psychology, forensic psychology), or to become a research psychologist. It will equip a graduate with an up to date knowledge of the core areas of psychological science, and develop the knowledge and skills necessary to undertake research in academic and professional settings. Students will also complete a research dissertation, providing valuable skills and experience in conducting empirical work.

## **Programme entry requirements**

A first- or upper second-class honours degree (or equivalent undergraduate degree) in any field will be required; on an individual basis, we will consider relevant experience for those

students who do not have a First or 2:1 in their first degree. Given the statistical basis of one of the core subjects, students who need to refresh their numeracy skills might be required to take a pre-session course on statistics offered by the Department of Psychology as appropriate. Non-native English students should normally have a minimum IELTS score of 6.5 or equivalent.

## Aims of the programme

The key aim of the Programme is to provide to students who do not have a first degree in Psychology a conversion route into further professional training in psychology in a wide range of areas, including clinical, educational, and forensic psychology, as well as academic and research careers. The Programme covers the basic elements of the first degree in Psychology, including the theoretical and practical modules required to obtain Graduate Basis for Chartered Membership (GBC) of the British Psychological Society.

Specific aims include:

- Preparing students for employment/further training in any field of psychology
- Providing education in theoretical concepts, and empirical methods to students with diverse backgrounds
- Encourage students to critically engage with diverse perspectives from psychological science
- To develop writing, professional and communication skills that allow for effective communication, including in interdisciplinary contexts.
- Encourage independent study and critical thinking.

## What you will be expected to achieve

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

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	demonstrate systematic knowledge of a range of concepts, theories and research in the field of psychology.	All Programme modules
A2	critically assess psychological theory, research, and practice with reference to social, historical, scientific and philosophical issues.	All Programme modules

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A3	critically discuss relevant and important debates and insights within psychology.	All Programme modules

### **Cognitive and thinking skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	critically evaluate relevant research and literature within the psychology discipline.	All Programme modules
B2	critically interrogate claims made within and based on psychological practice, research, and theory.	All Programme modules
B3	demonstrate scholarly competence and reflective skill in the process of analysing, interpreting, and evaluating psychological theory and practice.	All Programme modules

### **Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	demonstrate knowledge of the principles and procedures required to administer questionnaires and other such measures in a proficient manner	Multivariate Statistical Methods
C2	evaluate psychological research and practice taking into account ethical values and codes of practice.	Multivariate Statistical Methods
C3	demonstrate in-depth knowledge and understanding of the skills needed to conduct a number of types of psychological research.	Multivariate Statistical Methods

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	present their thoughts, knowledge and work in a clear and comprehensible manner in both oral and written form.	This will be taught throughout the programme.
D2	reflect upon and evaluate their own ideas and presentations of their work.	This will be taught throughout the programme.
D3	manage their time effectively and assume personal responsibility for their work.	This will be taught throughout the programme.

Students who successfully complete the 120 credit **Postgraduate Diploma** in Psychology will be able to:

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	demonstrate a comprehensive and systematic knowledge of a wide range of concepts, theories and research in the field of psychology.	All Programme modules
A2	critically assess psychological theory, research, and practice; taking into account pertinent social, historical, scientific and philosophical issues.	All Programme modules
A3	independently search for, identify and critically discuss relevant and important cutting-edge issues, debates and new insights within psychology.	All Programme modules

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	critically evaluate seminal influential past and current research and literature within the psychology discipline.	All Programme modules
B2	critically interrogate claims made within and based on psychological practice, research, and theory, identifying false	All Programme modules

Code	Learning outcome	Taught by the following module(s)
	logic or reasoning, implicit values, and unfounded assumptions.	
B3	Demonstrate scholarly competence, reflective skill, creativity, and originality in the process of analysing, interpreting, and applying psychological knowledge, theory and practice.	All Programme modules
B4	to apply effective problem-solving and decision-making to real-life and research situations, taking into account contextual complexity.	All Programme modules

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	administer proficiently various psychology questionnaires and measures.	Statistical Methods module and Dissertation module
C2	take into consideration and apply ethical values and codes of practice associated with conducting research in diverse areas of psychology.	Statistical Methods module and Dissertation module
C3	demonstrate in-depth knowledge, understanding, skills and practical experience needed to conduct various types of psychological research.	Statistical Methods module and Dissertation module

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	present their thoughts, knowledge and work in a clear and comprehensible manner in both oral and written form.	This will be taught throughout the programme.
D2	reflect deeply and insightfully evaluate their ideas, research practice, and presentation of their work.	This will be taught throughout the programme.
D3	Manage their time effectively and assume personal responsibility and a sense of ownership in their work.	This will be taught throughout the programme.

In addition to the above outcomes, students who complete the **MSc** Psychology Conversion Course will be able to:

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A4	Conduct a well-balanced and closely reasoned comprehensive literature review in a specific area of research using it to inform an original, independent research project.	Dissertation

### Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B5	Propose, plan, execute and critically self-evaluate a significant piece of original research.	Dissertation

### Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C4	Identify a suitable level research design and method of statistical analysis for their particular chosen research question.	Dissertation

### Transferable skills

Code	Learning outcome	Taught by the following module(s)
D4	conduct academic research and writing that conveys complex information and concepts in a clear and comprehensible manner.	Dissertation

### How you will learn

The teaching and learning methods on this course are tailored to the learning requirements of different types of information and skills and the need for students to engage in a complementary range of learning activities leading to the synthesis of academic knowledge and professional skills/competencies.

Key concepts, theories and findings will be taught and learnt through lectures, seminars and tutorials with a strong interactive focus, e.g. by including dedicated sessions to include journal clubs and group discussions. All teaching and learning activities will be structured in such a way that they promote knowledge exchange between students from diverse backgrounds.

Specific skills include scientific writing, literature research and review, experimental design and data analysis. These will be taught through lab-classes and tutorials, as well as through targeted coursework assignments, and both written and oral examinations. Regular drop-in and one-to-one tutorials will further support students, particularly in relation to the research project. In addition to course-specific teaching and learning, students will have the opportunity to attend existing college-wide career skills workshops, for example on interview and CV skills, applying for a PhD or on working in arts administration.

Knowledge exchange and communication across disciplines will be practiced across all modules, but will be especially encouraged during invited speaker presentations, through project presentations and oral examinations. Self-study will complement all teaching activities to foster creative and critical thinking and develop independent thought and working attitudes.

## How you will be assessed

Students will be assessed via a range of methods, including written examinations, take-home examinations, written coursework, statistics worksheets, empirical reports and a final research dissertation.

## Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	A grade in the range of 80-100% be awarded in the case of really accomplished work that demonstrates high levels of scholarship and originality. This grade will reflect the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level. In particular a grade in the 90s should be reserved for work deemed to be outstanding, and of publishable quality.
70-79%	Distinction	A grade in the range of 70-79% will be awarded when candidates show evidence of an excellent application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. Demonstration of a thorough grasp of relevant concepts, methodology and content

Mark	Descriptor	Specific Marking Criteria
		appropriate to the subject discipline; indication of originality in application of ideas, in synthesis of material or in performance; insight reflects depth and confidence of understanding of the material.
60-69%	Merit	Demonstration of a deep level of understanding based on a competent grasp of relevant concepts, methodology and content; display of skill in applying interpreting complex material; organisation of material at a high level of competence. Students should be able to demonstrate the ability to work independently to research and implement state of the art technologies.
50-59%	Pass	Demonstration of a sound level of understanding based on a competent grasp of relevant concepts, methodology and content; display of skill in organising, discussing and applying complex material. Students should be able to implement state of the art technologies under guidance.
30-49%	Fail	Represents an overall failure to achieve the appropriate learning outcomes. Students achieve some of the aims but were unable to demonstrate independence and originality beyond what would be expected at undergraduate level.
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes.
1-9%	Very bad fail	A submission that does not attempt to address the modules specified learning outcomes. It will be considered a non-valid attempt and the module must be re-sat.
0%	Non submission or plagiarised	Work was not submitted or it was plagiarised.



## How the programme is structured

### Full-time mode

#### Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Cognitive Psychology	PS7XXXX	15	7	Compulsory	1&2
Social Psychology	PS7XXXX	15	7	Compulsory	1&2
Developmental Psychology	PS7XXXX	15	7	Compulsory	1&2
Personality and Individual Differences	PS7XXXX	15	7	Compulsory	1&2
Biological Substrates of Behaviour	PS7XXXX	15	7	Compulsory	1&2
One optional module from existing PGT offering	PS7XXXX	15	7	Compulsory	1&2
Statistical Methods	PS71020D	15	7	Compulsory	1&2
Research Design and Analysis	PS71054D	15	7	Compulsory	1&2
Dissertation	PS71042C	60	7	Compulsory	1, 2 & 3

### Part-time mode

Students can complete the programme part time over two years with some taught modules in the first year and others in the second. Students must complete 90 credits in each year of study.

#### Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Statistical Methods	PS71020D	15	7	C	1&2
Research Design and Analysis	PS71054D	15	7	C	1&2
4 modules from:					

Module Title	Module Code	Credits	Level	Module Status	Term
Cognitive Psychology	PS7XXXX	15	7	C	1&2
Social Psychology	PS7XXXX	15	7	C	1&2
Developmental Psychology	PS7XXXX	15	7	C	1&2
Personality and Individual Differences	PS7XXXX	15	7	C	1&2
Biological Substrates of Behaviour	PS7XXXX	15	7	C	1&2
One optional module from existing PGT offering	PS7XXXX	15	7	O	1&2

Year 2:

Module Title	Module Code	Credits	Level	Module Status	Term
The two remaining modules from this list <i>not</i> taken in Year 1:					
Cognitive Psychology	PS7XXXX	15	7	C	1&2
Social Psychology	PS7XXXX	15	7	C	1&2
Developmental Psychology	PS7XXXX	15	7	C	1&2
Personality and Individual Differences	PS7XXXX	15	7	C	1&2
Biological Substrates of Behaviour	PS7XXXX	15	7	C	1&2

Module Title	Module Code	Credits	Level	Module Status	Term
One optional module from existing PGT offering	PS7XXXX	15	7	O	1&2
Dissertation	PS71042C	60	7	C	1, 2 & 3

## Academic support

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

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

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

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

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a

marked essay to oral and written feedback on developing projects and practice as they attend workshops.

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

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

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

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

Due to the requirements of jobs within the psychological professions to have a BPS recognized degree before application, it is not possible to provide placements during the programme. However, the Department will provide a series of talks on employability by professional psychologists; these will be clinical psychologists, forensic psychologists, educational psychologists, organizational psychologists and research psychologists. This series of talks will cover the following issues: 1) What does an X psychologist's work entail on a day-to-day basis?; 2) What is the professional training pathway towards such a career?; 3) What could a student be doing during their studies (e.g. voluntary work, shadowing professionals, etc.) to strengthen the chances of being accepted onto professional postgraduate training programmes.

## **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](http://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](#).