

Programme Specification

Postgraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MSc Foundations in Clinical Psychology and Health Services
Name of Interim Award(s)	N/A
Duration of Study / Period of Registration	1 year full-time, or 2 years part-time
UCAS Code(s)	N/A
QAA Benchmark Group	Psychology, Health Studies
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification Approved	September 2013
Date of this Version	26 Sep 2016
Primary Department / Institute	Psychology

Departments 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.

What are the Entry Requirements?

You should have (or expect to be awarded) an undergraduate degree of at least upper second class standard in Psychology or a related discipline (e.g. Health Studies, Neuroscience) with a research component. Applications from overseas students are welcome. Overseas students will be required to have an undergraduate degree or equivalent in a Psychology or health-related subject.

If your first language is not English, you will be asked to provide evidence of 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:

- 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
- 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.
- 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
- 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
- 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 Will You Be Expected to Achieve?

On successful completion of this programme, you will be able to:

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Knowledge & Understanding:		Taught by:
A 1	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
A 2	Identify the roles of, and interrelationships between, different healthcare professions	PS710: 48D, 71B; 80A
A 3	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
A 4	Identify and use key assessment and measurement tools used across a range of areas in mental health settings	PS710: 48D, 51B, 71B, 80A
A 5	Demonstrate an awareness of career pathways and structures within UK health services	PS710: 48D, 71B; 80A
A 6	Conduct and critically assess service evaluations and audits, and research into treatment effectiveness	PS710: 48D, 51B, 71B; 80A
A 7	Critically describe and evaluate the key theoretical perspectives that underpin the delivery of various mental health services	PS710: 48D, 71B; 80A
A 8	Assess and utilise the research designs and statistical methods typically used in clinical and health service settings	PS710: 20D; 51B; 54D; 82A; 83A; 84A
A 9	Outline and critically discuss the criteria used to assess and diagnose key psychological disorders	PS710: 48D, 80A;
A 10	Critically assess the mechanisms and processes that may confer risk and resilience for the development of psychological disorders	PS710: 48D, 80A

Cognitive & Thinking Skills:		Taught by:
B 1	Demonstrate an awareness of the interdependence of theory and practice in clinical and health service settings	PS710: 48D; 51B; 71B; 84A
B 2	Identify and articulate principles of good practice in a range of clinical and health service contexts	PS710: 48D; 71B; 80A
B 3	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 4	Critically evaluate clinical interventions and services, taking into account the quality and diversity of existing relevant literature	PS710: 48D, 71B, 80A
B 5	Demonstrate an awareness of the multidisciplinary nature of work in clinical and health service settings	PS710: 48D, 71B, 80A
B 6	Interpret and evaluate psychometric data	PS710: 20C, 48D, 51B, 82A, 83A, 84A

Subject Specific Skills and Professional Behaviours and Attitudes:	Taught by:

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C 1	Conduct and report on a clinical or health service audit/ evaluation	PS710: 51B, 54D, 84A
C 2	Use electronic databases and resources to search for relevant research papers and reports	PS710: 48D, 51B, 54D, 83A, 84A
C 3	Use statistical software (e.g. SPSS/PASW) to analyse clinical data	PS710: 20C, 51B, 82A, 83A
C 4	Communicate the results of their own research, and that of others, to their peers	PS710: 51B, 54D, 84A
C 5	Produce high quality written reports demonstrating intellectual rigour	PS710: 48D, 51B, 71B, 80A, 83A, 84A

Transferable Skills:		Taught by:
D 1	Critical analyse and evaluate research material	PS710: 48D, 51B, 54D, 71B, 84A
D 2	Use internet and electronic databases for research	PS710: 48D, 51B, 54D, 71B, 84A
D 3	Construct and develop evidence-based written arguments	PS710: 48D, 51B, 54D, 71B, 80A, 83A, 84A
D 4	Develop and deliver effective oral presentations	PS710: 51B, 54D, 84A
D 5	Synthesise complex information into concise forms readily understood by others	PS710: 20D, 48D, 51B, 54D, 71B, 80A, 82A, 83A, 84A
D 6	Development personal attributes that enhance leadership potential	PS710: 48D, 71B, 80A
D 7	Work effectively with others in team environments	PS710: 48D, 51B, 54D, 80A

How Will You 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 Will You 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: 1. addresses the topic in an explicit manner 2. announces its structure at the start and stick closely to this announced structure 3. has relationships between statements that are very easy to recognise 4. 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.
60-69%	Merit	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 A mark of 60% - 69% is likely to be awarded to work that: 1. attempts to address the topic or answer the question

Mark	Descriptor	Specific Marking Criteria
		<p>2. has a detectable structure which is adhered to for the most part</p> <p>3. has relationships between statements that are generally easy to follow</p> <p>4. has a good quality line of argument</p> <p>5. supports claims by reference to relevant literature</p> <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> <p>1. presents relevant material but fails to use it to answer the question or address the issue</p> <p>2. has a structure, but one that is rather loose and unannounced</p> <p>3. has relationships between statements that are sometimes hard to follow</p> <p>4. has a fair quality line of argument (information drives argument, rather than other way round)</p> <p>5. tends to make claims without sufficient supporting evidence</p> <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> <p>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.</p> <p>2. lacks a clear structure or framework</p> <p>3. has relationships between statements that are often difficult to recognise</p> <p>4. has a poor quality line of argument</p> <p>5. makes poor use of evidence to support most of the claims that are made</p> <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	<p>A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non valid attempt and module must be re-sat).</p>
0%	Non submission or plagiarised	<p>A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment</p>

How is the Programme 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 Selection Status	Module Assessment	Term
Understanding and Treating Psychological Disorders	PS71048D	30	7	Core	2,000 word essay (50%) 1,000 word formulation letter based on a clinical case study (50%) Group Presentation (Pass/Fail)	1-2
Professional Issues in Psychological Practice	PS71071B	15	7	Core	Coursework assignment (2000 words)(100%)	2
Statistical Methods	PS71020D	15	7	Core	Data analysis report (50%) 1 x 75-min exam (50%)	1
Research Design and Analysis	PS71054D	15	7	Core	1 two-hour unseen exam (70%) Presentation (30%)	tbc
Research Project	PS71051B	60	7	Core	10,000 word empirical report (90%) poster presentation (10%) Research proposal (Pass/Fail)	1-3
Professional Practice	PS71080A	45	7	Core	4,000 word critical evaluation (100%) Weekly reflective practice logbook (Pass/Fail) 35 days of work placement (Pass/Fail)	1,2,3

Academic Year of Study

Research in Clinical Psychology pathway

Programme Title: MSc Foundations in Clinical Psychology and Health Services

Module Title	Module Code	Credits	Level	Module Selection Status	Module Assessment	Term
Understanding and Treating Psychological Disorders	PS71048D	30	7	Core	2,000 word essay (50%) 1,000 word formulation letter based on a clinical case study (50%) Group Presentation (Pass/Fail)	1-2
Professional Issues in Psychological Practice	PS71071B	15	7	Core	Coursework assignment (2000 words)(100%)	2
Statistical Methods	PS71020D	15	7	Core	Data analysis report (50%) 1 x 75-min exam (50%)	1
Research Design and Analysis	PS71054D	15	7	Core	1 two-hour unseen exam (70%) Presentation (30%)	tbc
Research Project	PS71051B	60	7	Core	10,000 word empirical report (90%) poster presentation (10%) Research proposal (Pass/Fail)	1-3
Advanced Quantitative Methods	PS71082A	15	7	Optional	1 x 75 minute exam (50%) AND EITHER: a 1500 word data analysis report (50%); OR: a self-coded analysis project (50%)	2
Statistical Data Analysis Project	PS71083A	15	7	Optional	3000 word data analysis report (100%)	2
Applied Research Design in Clinical Psychology	PS71084A	15	7	Optional	15 minute oral presentation (25%) 3000 word research proposal (75%)	2

Academic Support

The Psychology Department recognises the importance of supporting students' learning with high quality teaching that is responsive to their individual and collective needs. Your learning will be supported by Departmental and college resources, as well as resources held centrally at the University of London library, which includes within it the world-class international journal collection of the British Psychological Society. In the Department, there is a Test Library where assessment materials are held; in the College Library there are books and journals specialising in a range of areas relevant to clinical psychology and health services.

There are various people in the psychology department who provide academic and pastoral support. At the start of your studies, you will be allocated a member of your programme team as a personal tutor. The personal tutor is available to discuss any issues that may arise throughout your studies. The department also has a Postgraduate Senior Tutor who is available to deal with all masters' students academic and general welfare issues. Finally, all members of staff have Office Hours each week for you to discuss any matters. Outside these hours you may arrange an appointment with any member of staff via email or telephone (you will be provided with your own email address).

The College provides counselling and student support services (e.g. English for overseas students, dyslexia). For students whose first language is not English, the Centre for English Language and Academic Writing (CELAW) provides courses in English language and English for academic purposes through tailor-made timetables of study skill sessions and in-session courses in

collaboration with the programme. There is also tailor-made provision for those students who may be re-entering Higher Education after a period away -- or arriving to it for the first time -- which develops their critical and writing skills specifically for the written assessments in the subject area.

The College also provides a range of other student support services. Details can be found on the College web site (www.goldsmiths.ac.uk). Students have access to the College Library, Multi-media, Audio-Visual Study resources and Computer Services and Language Resources and these provide a substantial means of supporting other aspects of your learning. Postgraduate students also have access to a dedicated Postgraduate resource centre (Hatcham House), which houses a number of online resources and offers space for seminars and the informal exchange of ideas.

Support for disabled students:

Goldsmiths is committed to making any reasonable adjustment which allows, as far as possible, for equality of opportunity and access, and to ensuring that students are not substantially disadvantaged because of specific learning difficulties or disability. The Psychology Department is taking advantage of and pursuing the College's Disability Awareness policies. Students with specific needs in this regard are considered on an individual basis. The programme makes strenuous efforts to ensure that its teaching spaces are wheelchair accessible. Other specific needs are considered and taken up on an individual basis. The College also actively supports students with specific learning difficulties (e.g. dyslexia), and provisions are made to ensure that all students, regardless of specific difficulty/disability, derive full benefit from the learning environment. In addition to specialist advice and assistance within the College, the Department ensures that teaching materials are suitable for all students and, where necessary, these are altered to meet the requirements of individual students. Where necessary, the location and length of examinations are individually tailored to ensure that no student is at a disadvantage as regards assessment.

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.

What are the Requirements of a Goldsmiths Degree?

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

In order to be awarded an overall classification of Distinction, students should have obtained

a mark of at least 70% (or A grade) for the dissertation/project (or equivalent)

AND

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EITHER a mark of 70% (or A grade) in at least half of the remaining credits.
OR an overall weighted average mark (based on credit value) of at least 70%

In order to be awarded an overall classification of Merit, students should have obtained:

a mark of at least 60% (or B grade) for the dissertation/project (or equivalent)

AND

EITHER a mark of 60% (or B grade) in at least half of the remaining credits.
OR an overall weighted average mark (based on credit value) of at least 60%

Pass: In order to be awarded an overall classification of Pass must have passed all the modules on a programme but not have met the criteria for the award of an overall classification of Merit or Distinction

Fail: If any module on a programme has been failed on more than one occasion the programme will be failed.

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

Programme-specific Rules and Facts

N/A

How will Teaching Quality 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/>).