BSc (Hons) Psychology (with pathways)
Programme Specification

Awarding Institution: University of London (Interim Exit Awards made by Goldsmiths' College)
Teaching Institution: Goldsmiths, University of London
Final Award:
Programme Name:
BSc (Hons) Psychology
BSc (Hons) Psychology with Cognitive Neuroscience
BSc (Hons) Psychology with Clinical Psychology
BSc (Hons) Psychology with Forensic Psychology
BSc (Hons) Psychology with Professional Placement
Total credit value for programme: 360
Name of Interim Exit Award(s):
Cert HE: Completion of 120 credits at Level 4 (and 5).
DipHE: Completion of 240 credits, usually at Levels 4 and 5.
Duration of Programme: 3 years (4-year Psychology with Professional Placement)
UCAS Code(s): C800 (Psychology); C991 (PCN); C990 (PCP); 8C00 (PFP); C804 (PPP)
HECoS Code(s):
(100497) Psychology (75%)
(101381) Cognitive Neuroscience (25%)
(100494) Clinical Psychology (25%)
(100387) Forensic Psychology (25%)
QAA Benchmark Group: Psychology
FHEQ Level of Award: Level 6
Programme accredited by: British Psychological Society (BPS)
Date Programme Specification last updated/approved: May 2024
Home Department: Psychology
Department(s) which will also be involved in teaching part of the programme:
Institute of Management Studies

Programme overview

Goldsmiths' BSc Honours in Psychology is a three-year full-time degree programme (four year, in the case of BSc Honours in Psychology with Professional Placement) that offers a current, critical and creative scientific approach to the study of human development and behaviour. It develops your understanding of the processes influencing how people think, feel, behave, and interact. It aims to equip you with knowledge and critical appreciation of psychological theory, research, and practice. The degree will also impart analytical skills and methods that enable you to pursue successful careers both within psychologically informed professions and outside them in other related fields of work.

Psychology at Goldsmiths has a real-world focus and an interdisciplinary approach to Psychological Science. Teaching broadly follows three themes: Mental Health and Wellbeing (MH&W), Cognition and Culture (C&C) and Life and Society (L&S). Throughout their degree you will be encouraged to reflect on the learning materials and actively make sense of them in your personal, social, and cultural contexts.

Our undergraduate programme is accredited by the British Psychological Society as conferring eligibility for Graduate Membership of the Society and the Graduate Basis for Chartered Membership, which is the first step towards becoming a Chartered Psychologist.

The Psychology degree includes four parallel streams of study in addition to the core programme: Psychology with Cognitive Neuroscience (PCN), Psychology with Clinical Psychology (PCP), Psychology with Forensic Psychology (PFP) and Psychology with Professional Placement (PPP). Each stream offers the same core understanding of Psychology as outlined above, but with a particular focus upon their specialism, or on taking a year working on a work placement relevant to a career in Psychology. Thus, PCN offers a particular focus on neuroscientific explanations of mind and behaviour, PCP places a greater emphasis on clinical applications of psychology, including the study of psychopathology, developmental psychology, neurodiversity and cultural issues relevant to clinical practice, PFP places a particular emphasis on the forensic applications of psychology, introducing students to psychological theories, methods, and processes within the context of the legal, criminal, and civil justice systems, and finally, PPP offers students the opportunity to spend a year working in a placement that is relevant to their chosen future career area of Psychology.

Programme entry requirements

The typical GCE A-Level offer is BBB or equivalent. You should also normally have at least Grade B in GCSE/O-level (or equivalent e.g., standard grade 2 Scottish Certificate of Education or Higher-grade B in Certificate of Sixth Year studies or BTEC: Any First, National or Higher National Certificate or Diploma) in Mathematics or Statistics, and in English. Applicants whose first language is not English must have received a score of 6.0 or more in the IELTS examination for written English (or an equivalent qualification; further details below).

Qualifications considered equivalent to GCE A-Level BBB:

• BTEC National Diploma DDM

• 60 credits overall with 30 distinctions and distinctions/merits in related subject.

• Scottish qualifications BBBBC (higher) BBC (advanced higher)

• European Baccalaureate 75%

• International Baccalaureate 33 Points, HL655

Other requirements for non-A-level candidates: You should normally have at least Grade B/Grade 6 in GCSE/O-level (or equivalent) Mathematics or Statistics, and English.

English language requirements (Minimum required score/level and Higher equivalence score) IELTS 6.0 (with a minimum of 6.0 in the written element and no individual element lower than 5.5)

or

TOEFL 92 in the internet-based test (with minimum scores of listening 21, reading 22, speaking 23 and writing 23) 100 in the internet-based test (with minimum scores of listening 23, reading 24, speaking 25 and writing 25)

Pearson Test of English (Academic)

A score of 58 overall with at least 58 in the written element and no individual element lower than 51 An overall score of 65 with at least 65 in the written element and no individual element lower than 58

IGCSE English as a Second Language Grade C Grade B

Cambridge Certificate of Proficiency of English Level 5 Grade C Grade C

Cambridge Certificate in Advanced English Level 4 Grade B Grade B

Programme learning outcomes

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Appraise key aspects of psychological enquiry, providing coherent exposition of theory, research and practice	All degree modules
A2	Devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of modern psychological enquiry.	All degree modules
A3	Demonstrate knowledge and critical understanding of the biological, evolutionary and cultural underpinnings of behaviour.	Level 4 modules: PPD1, C&C1 Level 5 modules: PPD2 C&C2 Level 6 modules: PS530: 12A, 24B, 31B, 32B, 41A

Code	Learning outcome	Taught by the following module(s)
A4	Demonstrate knowledge and critical understanding of psychological theory, research and practice to the evaluation of issues and evidence relevant to neurodiversity, mental health and wellbeing.	Level 4 modules: MH&W1, PPD1 Level 5 modules: MH&W2, PPD2 Level 6 modules: PS53039C: 08B, 12A, 24B, 31B, 34B
A5	Demonstrate knowledge and critical understanding of human development, individual differences in a social and applied context.	Life & Society 1; L&S 2, PS53039
A6	Demonstrate knowledge and critical understanding of qualitative and quantitative psychological research methodologies.	Research Methods in Psychology 1 Research Methods in Psychology 2 PS53012
A7	Demonstrate knowledge and critical understanding of the cultural, political and historical context of psychological research and practice.	All modules in the degree
A8	Demonstrate knowledge and critical understanding of the neural underpinnings of human behaviour and the relative strengths and weakness of the available cognitive neuroscience methods (SUPPLEMENTARY FOR PCN PATHWAY)	MH&W1; MH&W2; C&C1; C&C2 PS53041A
A9	Demonstrate knowledge and critical understanding of the conceptual, ethical and empirical underpinnings of mental health diagnostics and treatments. (SUPPLEMENTARY FOR PCP PATHWAY)	MH&W1; MH&W2 PS530O8E; PS53039C

Code	Learning outcome	Taught by the following module(s)
A10	Demonstrate knowledge and critical understanding of the key issues and debates that relate to psychology, including psychological theories, methods, and processes within the context of the legal, criminal, and civil justice systems (SUPPLEMENTARY FOR PFP PATHWAY).	Level 4 modules: MH&W1, L&S1, PPD1 Level 5 modules: MH&W1, L&S2, PPD2 Level 6 modules: PS530: 12A, 24B, 31B, 32B

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Critically evaluate arguments, assumptions, abstract concepts, and empirical data to make judgements, and suggest possible solutions to psychologically relevant questions of current concern.	All degree modules
B2	Frame timely, creative and relevant research questions and devise and conduct appropriate empirical methodologies for addressing that question.	Level 4 modules: RM1, PPD1 Level 5 modules: RM2, PPD2 Level 6 modules: PS53012, PS53041,
B3	Interpret your own or other researchers' data and contextualise data within existing theory and empirical method and results.	All degree modules
B4	Recognising and contextualising empirical and experimental psychology approaches across the boundaries of academic disciplines.	CC51001A; PS51009; RM1, RM2

Code	Learning outcome	Taught by the following module(s)
B5	identify suitable neuroscience methods and analysis techniques for addressing a given empirical question (SUPPLEMENTARY FOR PCN PATHWAY)	Level 4 modules: PPD1, C&C1 Level 5 modules: PPD2, C&C2 Level 6 modules: PS530: 12A, 24B, 31B, 32B, 41A
B6	Evaluate and analyse mental health difficulties within the context of biological, social, and cultural influences (SUPPLEMENTARY FOR PCP PATHWAY)	Level 4 modules: PPD1, M&HW1 Level 5 modules: PPD2, M&HW2 Level 6 modules: PS530: 08B, 12A, 24B, 31B, 34B
B7	identify the suitable methods and analysis techniques for addressing a given empirical question within forensic psychology (SUPPLEMENTARY FOR PFP PATHWAY)	Level 4 modules: PPD1, P&S1 Level 5 modules: PPD2, P&S2 Level 6 modules: PS530: 12A, 24B, 31B, 32B

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Independently identify and locate primary psychological literature (e.g., refereed research and review articles) relevant to a stipulated issue or research question	All degree modules
C2	Manage complex and often large quantitative and qualitative datasets (in keeping with current scientific research principles such as preregistration, open science, data protection and research ethics) from the moment of collection, input, analysis, dissemination and archiving.	Level 4: RM1 Level 5: RM2 Level 6: PS53012A, PS53011B, PS53046
C3	Engage in psychologically informed debate and discussion with peers on psychological theory, complex ideas and empirical findings.	C&C1, C&C2, L&S1, L&S2, MH&W1, MH&W2,
C4	Develop and apply practical cognitive neuroscience research skills and skills in interpreting and analysing complex neuroscience and neuropsychological data (SUPPLEMENTARY FOR PCN PATHWAY)	Level 4 modules: PPD1, C&C1 Level 5 modules: PPD2, C&C2 Level 6 modules: PS530: 12A, 41A
C5	apply psychological theory to neurodiversity, mental health and wellbeing, and begin to formulate possible pathways of assessment and intervention for poor mental health. (SUPPLEMENTARY FOR PCP PATHWAY)	Level 4 modules: PPD1, MH&W1 Level 5 modules: PPD2, MH&W2 Level 6 modules: PS530: 08B, 12A, 24B, 39C, 34B
C6	Apply appropriate methods, tools, and techniques for problem-solving and decision-making in forensic psychology	PS53030C

Code	Learning outcome	Taught by the following module(s)
	(SUPPLEMENTARY FOR PFP PATHWAY)	
C7	have experience of working in a psychologically relevant setting providing administrative or practical support to the host organisation (including, where possible and appropriate, having the opportunity to observe or support psychologically relevant work (e.g., assessments, therapy sessions and multidisciplinary team meetings). (SUPPLEMENTARY FOR PPP PATHWAY)	Level 5 module: Professional Placement in Psychology

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	cooperate with peers in order to conduct a piece of research, make an oral presentation or prepare a research poster	Level 4 modules: MH&W1, C&C1, P&S1, RM1 Level 5 modules: MH&W2, C&C2, P&S2, RM2
D2	prioritise work and manage time and resources effectively in order to meet assignment deadlines.	All degree modules
D3	communicate, present, and conduct yourself in a professional manner	All degree modules
D4	develop self-evaluation skills, with reference to values, personal traits, the application of transferable skills.	PPD1, PPD2
D5	develop a strategy for further skills development and career preparation	PPD1, PPD2
D6	Communicate complex ideas and research results to different audiences,	All degree modules,

Code	Learning outcome	Taught by the following module(s)
	including academic peers, stakeholders, and the wider public.	
D7	critically assess evidence to develop and deliver creative, coherent, effective and ethical plans for changing practice and policy in a changing and uncertain world.	CC51001A, MH&W2, C&C2, L&S2, PS53030, PS53032, PS53039, PS53040
D8	Value complexity, diversity and nuance of perspectives, applying a co-productive, communicative and inclusive approach.	CC51001A, PS51009, MH&W1, MH&W2, L&S2
D9	Balance personal experience and perspective with scientific evidence to inform critical enquiry and public policy.	L&S2, PS53039, PS53040, PS53008, PS53030

How you will be assessed

At Level 4/5 each of the three themes will be assessed via a combination of four different assessments designed to reflect your potential professional destination, with an important on non-academic careers. The four possible assessments have been designed to develop writing, interviewing and presentation skills beyond the traditional academic essay and will include both in-person and online forms of assessment, including for examples podcasts or case-reports.

Assessment Type	Examples	Skills / Employability
A writing assignment	Making a personalised learning plan based on theories from learning and memory. Writing a case report based on the vignette of a neurodiverse person. Applying psychological theories to explain the aesthetic	Writing skills, articulating and weighing an argument, critical thinking, writing for different audiences, using evidence and referencing, Description vs. personal opinion, Distinguishing fact from fiction.

	experience of your favourite artwork.	
A group work assignment	Running a small experiment, doing a focus group on a specific topic and summarising it.	Working in teams, communication, perspective taking, making oneself heard, listening, collaborating and compromising, leading, following.
An oral/interactive assignment	Presenting the outcome of a small data collection exercise. How to use power point and slides as a visual aid.	Interviewing skills, how to make and structure presentations, how to use visual aids, confidence, how to present, accessibility of presentations, explaining complicated concepts to different audiences.
A written or oral exam	Traditional in person exam, online exam, oral exam.	Working under time pressure, working towards a deadline. Working from memory and without notes.

Assessments in the Research Methods modules have been designed to prepare you for your final year research project, moving you from a novice reearcher to someone who can plan and carry out a research project independently. These assessments might include (i) designing experiments and other psychological studies (ii) ethical approval, (iii) choosing and conducting appropriate quantitative and qualitative analyses (iv) writing research reports (v) data visualisation, (vi) contextualising and interpreting research findings.

Assessments in the Professional and Personal Development module will be designed to practice the skills necessary to succeed in the academic elements of the three themes, developing and practicing the necessary competencies and skills that are required to do presentations, write well, work in groups and teams and to work under time constraints or towards a deadline.

At Level 6, most modules have an in-year assignment and an (unseen) written examinations taken in the summer term.

Different marking criteria are used to assess on the one hand essays/literature reviews and on the other hand laboratory/research reports.

Marking criteria: Written Assignments

Six attributes of students' written assignments are considered when assigning marks and providing formal feedback to students:

1. Content (To what extent does the work answer the question or address the topic?)
2. Structure (Is the general structure of the work coherent?)
3. Appropriateness (To what extend is the work tailored to specific readers, audiences and formats, i.e. academic peers, wider public, policymakers, practitioners etc.)
4. Depth (To what extend does the work reflect a thoughtful, considered and critical engagement with the topic?)
5. Breadth (To what extent does the work include a range of different perspectives?)
6. Evidence (Are claims supported by relevant evidence from primary research sources?)

Marking criteria: Laboratory/research projects and reports

Laboratory/Research projects and reports are assessed according to:

1. how well the work is related to relevant existing psychological literature
2. how well the study aims are justified and the clarity and appropriateness of the hypotheses
3. the degree of originality in the stated aims and methods used
4. how appropriate the methods are for addressing the stated aims and hypotheses
5. how appropriately the data are analysed and the results presented
6. the appropriateness of the discussion in terms of the degree to which it: a) follows from the presented results, b) embeds the findings within the wider relevant psychological literature c) reflects upon its relative strengths and weaknesses and d) suggests avenues of future research

7. the degree to which the final write up adheres to the format stipulated by the American Psychological Association (APA).

Marking criteria: group work

Group work will be assessed on the individual contributions of the group members and the final assignment that is handed in. To what extent does the work reflect a collaborative and co-productive approach?

Marking criteria: oral/interactive assignments

Presentations will be assessed according to:

1. how clear the content of the assignment is communicated
2. how well the brief for the assignment has been followed.
3. how well visual aids (where appropriate) are used
4. how well the intended audience is taken into consideration (i.e. scientific audience, general public, employer)
5. how well-timed the assignment is
6. how engaging the assignment is

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Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Marking criteria for essays/literature reviews: 80-100% is awarded to work that meets all the criteria of 70- 79% with the additional quality that it is exceptionally well written, develops an argument that is highly original in the sense that it is influenced by the student's own thinking, and draws on an exceptionally wide range of highly relevant material. Marking criteria for laboratory/research reports: 80-100% is awarded to work that satisfies all the criteria for 70-79% with the additional quality that the hypotheses are exceptionally well formulated and stated, the analysis is presented in a highly professional manner and the discussion of the results demonstrates exceptional insight and clarity.
70-79%	1st: First (Excellent)	Marking criteria for essays/literature reviews: Addresses the topic in a very clear and explicit manner. Has a very clear and logical structure that is announced and closely adhered to throughout. The sentences and paragraphs flow logically from one to the other. Has an excellent and/or original line of argument that can be followed very easily. Gives wide-ranging and appropriate evidential support for claims that are made. Marking criteria for laboratory/research reports: Presents relevant evidence from the psychological literature and explains its relevance in an extremely clear manner. Presents appropriate aims and hypotheses that are very clearly stated. Is highly original. Uses appropriate and highly effective empirical procedures. Has analysed and presented the data in a very clear and appropriate manner. The discussion ties the results back to the existing psychological literature in a compelling manner, contains a very thoughtful analysis of the study's strengths and weaknesses and makes a number of highly appropriate suggestions for avenues of future research. Adheres closely to APA format.
60-69%	2.1: Upper Second (Very good)	Marking criteria for essays/literature reviews: Addresses the topic or answers question in a clear manner. Has a clear and logical structure which is adhered to for the most part. Has relationships between statements that are generally easy to follow. Has a very good quality line of argument. Claims are supported by reference to relevant psychological literature.

		Marking criteria for laboratory/research reports: Presents relevant evidence from the psychological literature and explains its relevance in a clear manner. Presents appropriate aims and hypotheses that are clearly stated. Shows clear signs of originality. Uses appropriate empirical procedures. Has analysed and presented the data in a clear and appropriate manner. The discussion logically follows from the results, links back to the existing psychological literature, contains an analysis of the study's strengths and weaknesses, and makes appropriate suggestions for avenues of future research. Adheres closely to APA format, but with very few errors.
50-59%	2.2: Lower Second (Good)	Marking criteria for essays/literature reviews: Presents relevant material but does not systematically or explicitly spell out its relevance to the question or topic. Has a logical structure, but one that is relatively loose and/or unannounced. Has good flow for the most part, but in places the relationship between statements or paragraphs is hard to follow. Has a fair to good line of argument, but one where the information tends to drive the argument, rather than the other way round. Contains relevant supporting evidence, but there are a number of places where it is not employed in a systematic manner so as to sufficiently support the claims being made. Marking criteria for laboratory/research reports: Presents relevant evidence from the psychological literature but could explain its relevance in a clearer manner. Presents appropriate aims and hypotheses, but these could have been more clearly stated. Shows some signs of originality. Uses broadly appropriate empirical procedures. Has analysed the data in a generally appropriate manner, although the results could be explained and presented more clearly. The discussion for the most part logically follows from the results, links back to existing psychological literature, contains some reflection upon the study's strengths and weaknesses and makes some attempt to suggest appropriate avenues for future research. Generally follows APA format, but with a few errors.
40-49%	3rd: Third (Pass)	Marking criteria for essays/literature reviews: Addresses the topic or question set, but with a tendency to either reproduce a large proportion of material that is only tangentially relevant or inaccurately reproduces relevant material. Has a somewhat discernible structure, but one that is loose and difficult to follow. Contains a number of sentences and paragraphs that do not logically flow one from the other. Has

		a discernible albeit weak line of argument. Contains relevant evidence, but the evidence is not employed in such a way as to sufficiently support the claims being made. Marking criteria for laboratory/research reports: Presents a good deal of relevant evidence from the psychological literature but fails to explain its relevance. Presents somewhat appropriate aims and hypotheses, but these are not clearly stated. Shows only very limited signs of originality. Uses somewhat adequate empirical procedures, but these are flawed in some way. Has analysed the data in a generally appropriate manner, but the analysis is faulty in places or reported in an unclear way. The discussion shows some signs of logically following from the results, linking back to existing psychological literature, reflecting on the strengths or weaknesses of the study, or suggesting appropriate avenues for future research, however, a more systematic or in-depth analysis was needed. Generally follows APA format, but with a number of errors.
25-39%	Fail	Marking criteria for essays/literature reviews: Addresses the topic or question set, but inaccurately reproduces material that is only partly relevant. Lacks a discernible structure or framework. Contains a large proportion of statements and paragraphs that, although they are partly relevant, do not flow logically from one to the other. Contains a line of argument, but one that is very weak. Uses evidence, but this is poorly employed so that it fails to support the claims that are being made. Marking criteria for laboratory/research reports: Presents evidence from the psychological literature that is only partly relevant. Presents very weak, poorly expressed aims and hypotheses. Shows no signs of originality. Uses inadequate empirical procedures. The data are analysed are presented for the most part, but not entirely, in an incorrect manner. The discussion shows only a very few signs of logically following from the results, linking back to existing psychological literature, reflecting on the strengths or weaknesses of the study, or suggesting appropriate avenues for future research. Often inadequately follows APA format.
10-24%	Bad fail	Marking criteria for essays/literature reviews: Fails to address the topic or to answer the question. Lacks a structure or framework. Fails repeatedly to relate statements to each

		other. Lacks a line of argument. Fails to use evidence to support claims that are made.
		Marking criteria: laboratory/research reports: Fails to present psychologically relevant literature. Fails to present appropriate aims or hypotheses. Shows absolutely no signs of originality. Uses entirely inadequate empirical procedures. The data are analysed and presented incorrectly. The discussion does not follow logically from the results, link back to existing psychological literature in any way, reflect on the strengths or weaknesses of the study in any meaningful manner or suggest appropriate avenues for future research. Fails to follow APA forma
1-9%	Very bad fail	Marking criteria for essays/literature reviews: Contains no evidence that the student knows anything from the psychological literature that is relevant to the topic or question.
		Marking criteria for laboratory/research reports: Contains no evidence that the student knows anything from the psychological literature that is relevant to the project's hypotheses or how to collect or present empirical data.
0%	Non submission or plagiarised	Work was not submitted, was submitted with no content, was plagiarised or there was evidence of falsified data input.

Mode of study

Programme structure

The programme is split into three levels (4, 5 and 6 according to the National Qualifications Framework), each of which corresponds to a standard full-time year of study (there is no part-time degree structure).

At LEVEL 4, you will study introductory modules focused around three themes: Mental Health & Wellbeing (MH&W), Cognition & Culture (C&C), and Life & Society (L&S). The content will be taught in three-week blocks (3 per term), and will incorporate the psychological subdisciplines (i.e., cognitive psychology, developmental psychology, social psychology, individual differences, educational psychology, clinical and forensic psychology and biological psychology). In addition, you will take the first of two Research Methods and

Statistics modules, training you in the principles, methods and techniques of quantitative and qualitative psychological research, including statistics. You will also take a module examining Applications of Psychological Research, which will introduce you to how members of the department use and communicate their research outside of the university. You will take one module from Goldsmiths' Connected Curriculum provision on Identity, Environment and Agency, which will allow you to learn alongside students from all over the university. Finally, you will take a credited Professional and Personal Development module. There will be stream-related emphasis to assessments and to academic tutorials which will be taught by an expert in the relevant area.

At LEVEL 5, the overall structure of the programme remains broadly the same as in level 4, theme-based teaching will continue in three-week blocks, with modules providing broader and more in-depth knowledge and understanding of concepts, theories and empirical research relating to biological psychology, individual differences; cognitive psychology; developmental psychology, social psychology, forensic and clinical psychology and social psychology. The Level 5 Research Methods and Statistics II module covers quantitative and qualitative research methods and statistics, and includes laboratory-based research that is more student-led than at Level 4. At LEVEL 5 you will have the opportunity to chose elective optional modules to a total of 30 credits.

At LEVEL 4 and LEVEL 5, each theme will be assessed by a combination of four different assessments designed to reflect the varied professional destinations that you might want to consider (see below). The four assessments have been designed to develop writing, interviewing and presentation skills beyond the traditional academic essay and will include both in-person and online forms of assessment, including for examples podcasts or case-reports.

Week	MH&W	C&C	L&S	RM	PPD	APR	CC	EO
1		Introduction to Term						
2	MH&W			RM	PPD	APR	CC	EO
3	MH&W			RM	PPD	APR	CC	EO
4	MH&W			RM	PPD	APR	CC	EO
5		C&C		RM	PPD	APR	CC	EO
6		C&C		RM	PPD	APR	CC	EO
7		Reading Week						
8		C&C		RM	PPD	APR	CC	EO

Legend:
- Mental Health & Wellbeing
- Cognition & Culture
- Life & Society
- Research Methods
- Professional & Personal Development
- Applications of Psychological Research (Year 1, Term 2 only)
- Connected Curriculum (Year 1, Term 1 only)
- Elective Option (Year 2 only)

9								
10								
11								

Table 1: Term structure with 3-week teaching blocks for first and second terms of Level 4 and 5 and weekly sessions for RM, PPD, CC and EO (only in Year 2) modules.

At LEVEL 6, those on the core programme (BSc in Psychology) can develop their own interests by choosing five options from a wide range of specialist modules (each worth 15 credits). You will also carry out an original qualitative, quantitative or mixed methods research project on a subject of your own choice with individual guidance and support from a supervisor. The research dissertation is a 45-credit core module which is compulsory for all students and allows you to demonstrate all of the skills that you have learned over the previous years.

Students following any one of the specialist streams will be required to take one or more compulsory modules (in addition to the research project). PCN students must take the module PS53041A Cognitive Neuroscience and PCP students must take PS53008E Clinical Psychology: Common Presentations and Interventions and PS53039C Neurodevelopment, Neurodiversity and Education. PFP students are required to take PS53030C Psychology & Law, and PS53034B Addictive Behaviours.

In addition, students following any one of the specialist streams will be required to conduct their final year project in an area relevant to their particular stream. You will receive guidance and support with respect to choosing your options and the topic of your final year project from a supervisor/personal mentor who will be an expert in the field.

Each level contributes a different percentage weighting to the overall degree. Level 5 contributes 37.5%, and level 6 contributes 62.5% to the final degree mark. Individual modules are weighted according to a credit system. To graduate, you will be required to complete the equivalent of 120 credits at each level. Students on PPP will be required to complete 120 credits during their placement year. At Level 6, you are required to take the 45-credit module PS53012B Research Dissertation. You will then register for 5 further 15 credit modules that they choose from a range of modules. The number and/or composition of level 6 options available each year varies slightly depending upon staff availability.

Note that while students will be able to switch to the general BSc Psychology from a stream at any point in their degree, you will not be permitted to switch from the general BSc

Psychology to a stream (or between streams) after the end of their first year (Level 4). This is because the mixed methods research report in year two (Level 5) is part of the learning objective for the stream work and should be focused on a topic relevant to the stream. The procedure in place for students who request, and are able, to switch is to write a short personal statement about why they wish to transfer. They can then only transfer if there is space in the requested stream, and the stream coordinator decides to accept the student.

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Mental Health and Wellbeing I	TBD	15	4	Compulsory	1-2
Cognition and Culture I	TBD	15	4	compulsory	1-2
Life and Society I	TBD	15	4	compulsory	1-2
Research Methods and Statistics I	TBD	30	4	compulsory	1-2
Personal and Professional Development I	TBD	15	4	compulsory	1-2
Applications of Psychological Research	PS51009	15	4	compulsory	2
Identity, Environment and Agency	CC51001A	15	4	compulsory	1

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Mental Health and Wellbeing II	TBD	15	5	compulsory	1-2
Cognition and Culture II	TBD	15	5	compulsory	1-2
Life and Society II	TBD	15	5	compulsory	1-2
Research Methods and Statistics II	TBD	30	5	compulsory	1-2
Personal and Professional Development II	TBD	15	5	compulsory	1-2

Module Name	Module Code	Credits	Level	Module Type	Term
Elective Option(s)	TBD	30	5	optional	1-2

Academic year of study 3 for BSc (Hons) Psychology (Professional Placement Pathway)

Module Name	Module Code	Credits	Level	Module Type	Term
Professional Placement in Psychology	PS52011A	120	5	Compulsory	1-3

Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term (prov)
Research Dissertation	PS53012B	45	6	Compulsory (not compensatable)	1-2
Clinical Psychology: Common Presentations and Interventions	PS53008E	15	6	Optional	2
Multivariate Statistical Methods in Psychology	PS53011B	15	6	Optional	1
Cross-cultural and individual differences in attention and awareness	PS53019C	15	6	Optional	1
Organisational Behaviour and Health	IM53008A	15	6	Optional	1
Topics in Neuropsychology	PS53024B	15	6	Optional	1
Psychology and Law	PS53030C	15	6	Optional	1
Behavioural Genetics	PS53032B	15	6	Optional	1
Addictive Behaviours	PS53034B	15	6	Optional	1

Module Name	Module Code	Credits	Level	Module Type	Term (prov)
Psychological Approaches to Music	PS53036B	15	6	Optional	2
The Interpersonal Self	PS53038B	15	6	Optional	1
Neurodevelopment, Neurodiversity and Education	PS53039C	15	6	Optional	2
Cognitive Neuroscience	PS53041A	15	6	Optional	1
Social Psychology of Social Problems	PS53044A	15	6	Optional	2
Psychology of the Arts, Aesthetics and Attraction	PS53045A	15	6	Optional	1
Introduction to Coding with MATLAB	PS53046B	15	6	Optional	1
Training, Coaching and Counselling	IMS53001A	15	6	Optional	2
Leadership and Talent Management	IMS53003B	15	6	Optional	1

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 to get the right help to realise their academic and personal goals.

You will be allocated a personal tutor who has overall responsibility for facilitating your individual progress and welfare. Personal Tutors will meet with you weekly during the Personal and Professional Development module in which tutees meet as a group. Personal Tutors also meet with you individually at least three times a year either face-to-face or online. The first meeting normally takes place within the first few weeks of the autumn term. These individual meetings aim to discuss progress on modules and provide an opportunity for progress, attendance, and assessment marks to be reviewed and an informed discussion to take place about how to strengthen your individual learning and success.

You will also be allocated a Senior Tutor, an experienced academic member of staff, who you can talk to about more complex issues which are negatively impacting your academic study.

You will be provided with information about our learning resources, the Library and our virtual learning environment, Learn.gold (VLE) so that you can easily access specific department and programme information and support-related information and guidance.

Taught sessions and lectures provide overviews of themes, which you are encouraged to complement with related reading for presentation and discussion with peers at seminars. Assessments build on lectures, seminars and tutorial, so you are expected to attend all taught sessions to build knowledge and your own understanding of Psychology.

All assessed coursework receives some formal feedback to ensure that you can develop your knowledge and skills in line with the learning objectives. Feedback will be delivered in oral or written format and may include group-level and peer feedback.

For times that you need extra support, you may be referred to specialist student services by department staff or you may access support services independently through self-referral. 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 you and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level. The Department works closely with the Disability and Wellbeing service. You should be involved in the adjustments that are put in place, and can talk to your personal tutor or Senior Tutor about those arrangements. Opportunities are provided for you to review your support arrangements should 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). Psychology students are often active participants on the Gold Award scheme, and your personal tutor will be happy to support you in working towards this.

The Centre for Academic Language and Literacies works with academic departments offering bespoke academic literacy sessions, which can be useful for developing your writing skills. You can also take part in a programme of academic skills workshops and one-to-one provision throughout the year.

Links with employers, placement opportunities and career prospects.

A psychology degree is the start of many pathways into careers. As professional psycholgists, you might go onto further study to start careers in clinical psychology, counselling, forensic psychology, occupational psychology, educational psychology, and psychological research (to name but a few). Psychology graduates also very often pursue careers in the caring professions such as social work, mental health nursing, speech therapy, and community-based care for those with mental health issues, learning disabilities, addictions or those in old age. Students are also successful in careers in people and talent management, including coaching and institutional change. Although many students pursue careers in psychology, the literacy, numeracy, communication, and practical skills acquired by psychology students are very marketable in many other employment fields such as data science, advertising and education.

You will be supported to think about careers early on in the course of your degree, and this is made particularly salient to those students on PPP. Every year there is a series of Psychology Careers Talks available to all students, where there is opportunity to hear from and ask questions of professionals acting in different areas of psychology and psychology related careers. We work closely with the Careers Service to think about how we can best support you to find relevant placements, work experience and consider postgraduate options.

The level 4/5 modules, Professional and Personal Development incorporate activities designed to encourage you to focus upon and develop their future employability. At least one session is dedicated to Goldsmiths' Gold Award (which is further supporting through personal mentoring meetings). Goldsmiths introduced the Gold Award scheme to support you to reflect on your experiences and develop the skills that you are gaining from co-curricular activities. This scheme is also in place to guide your identification of a future career path after your degree. Your co-curricular activities, university prizes, and other awards are added to the Higher Education Achievements Report (HEAR) alongside your academic achievements.

For students taking PPP, discussion about career directions and placement decisions will happen during the first and second year of the degree with a mentor who will help you to consider the most suitable placement options. In addition, you can discuss career option with your personal tutor and can also be referred to the college Careers Office, which provides a career education programme, as well as useful on-line resources and leaflets.

Many careers in psychology require further training, such as with respect to clinical, counselling, forensic, occupational, and educational psychology. Generally, a place on a postgraduate course or a grant or both will depend on students gaining at least a lower second final degree classification on a BPS accredited degree programme such as ours. Competition for places is fierce and as such we will encourage you to build up your CV with relevant work or professional placement experience. Members of staff advertise internal placement opportunities, and we have a successful summer internship programme that you may wish to apply for. In addition, any external placement opportunities are advertised via email and on a Careers Noticeboard within the department. You will be encouraged and supported by their Personal Mentors to seek out opportunities for relevant work experience during their studies.

Goldsmiths BSc Psychology graduates perform very well in the job market. Data collected by Unistats (2009-2010) revealed that 42 months after graduating, Goldsmiths' Psychology graduates have the highest median salary (tied with graduates of 3 other universities) out of more than 50 English universities offering an undergraduate psychology degree.

Students taking the BSc in Psychology with Cognitive Neuroscience are likely to pursue an academic career in areas including cognitive and/or clinical neuroscience or continue into a field in which they can apply neuroscience, such as advertising (neuromarketing), education (educational neuroscience) or therapeutic work. The BSc in Psychology with Cognitive Neuroscience is ideally placed to offer students many of the skills that will make them desirable to potential employers and MSc admission tutors.

Students taking the BSc in Psychology with Clinical Psychology are likely to continue into a clinically relevant field, which may include assistant clinical psychology positions, clinically relevant research, or other caring professions such as social work, speech therapy, community mental health care, childcare and care for the elderly.

The BSc in Psychology with Forensic Psychology would naturally lead students to continue their education and training at Goldsmiths via enrolment on the BPS accredited MSc Forensic Psychology programme launched in 2015.

Goldsmiths has developed the Elements tool to identify what transferable skills students should expect to gain through their student journey. The key elements which offer a substantial depth of experience in this programme are Showcasing Talents, Collaborative Practice and Questioning the Status Quo.

Definition and Location in Programme

The definition of Showcasing Talents is: The capability to speak confidently about one's own abilities, work and ideas and the confidence to share them with the world. In this programme, students can develop this skill in the following modules: all Level 4/5 modules include opportunities to showcase talent through the completion of presentations, group work, and discussion. Level 6 Research Dissertation in Psychology, which involves one-to-one and group work around ideas and project development, and for which students prepare and deliver a presentation of their research.

The definition of Collaborative Practice is: The ability to work together with different people with different skills and viewpoints to realise common goals and objectives. In this programme, students can develop this skill in the following modules: Level 4/5 Research Methods, Level 4/5 Professional and Personal Development, Research Dissertation in Psychology

The definition of Questioning the Status Quo is: The desire to critically question ideas and concepts, engaging in reflective and independent thinking. In this programme, students can develop this skill in the following modules: Identity, Environment and Agency, Level 4/5 Life and Society, Level 6 Research Project, Social Psychology of Social Problems, The Interpersonal Self.

Potential Career Paths

The typical types of career opportunities from this programme using Showcasing Talents include, but are not limited to Further education teacher, Advertisement Consultant, postgraduate researcher, Education consultant, Life coach.

The types of career opportunities from this programme using Collaborative Practice include, but are not limited to Policy team officer, educational psychologist, High intensity therapist, psychological wellbeing practitioner, Human resources officer.

The types of career opportunities from this programme using Questioning the Status Quo include, but are not limited to Market researcher, social researcher, policy officer.

Using Elements to Support Career Planning

In considering career choices, students should reflect on which Elements such career choices might need and build a programme of within curriculum and extra curriculum engagement that allows them to develop these skills and experiences.

Career aspirations may change as students progress through the BSc Psychology programme, so taking time to reflect on a regular basis and speaking to people about career ideas is strongly encouraged and facilitated in personal tutorial sessions. Students will benefit from careers sessions highlighting career options and speaking to alumni.

The condition of the UK labour market will impact on the availability of opportunities in terms of supply and demand, so speaking to people in industry and getting information from the Careers Service can help students keep on track and set realistic goals.

Programme-specific requirements

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 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. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows: Year 1 = Level 4 Year 2 = Level 5 Year 3 = Level 6 More detailed information about the structure and requirements of a Goldsmiths degree is provided in the Goldsmiths Qualifications and Credit Framework.

Professional Placement

Approval of placements

It is the responsibility of the student to secure their placements with the support of the department and the College Careers Service. All placements must be secured and approved by 30th June of each year.

Students must provide the module co-ordinator with information about the placement (see below) so that it can be considered for approval. The module co-ordinator will collaborate with the proposed placement to confirm the information and make any other necessary enquiries.

- Name and address of organisation
- Sector
- Name and contact details of supervisor
- Start and end date of placement
- Number of days that will be worked per week
- Working hours (e.g. 9-5)
- Whether expenses will be provided
- The duties the student will undertake
- Confirmation of public liability insurance
- Confirmation that if a DBS check is needed the organisation will pay
- Confirmation that the student will have the necessary equipment/resources available to complete placement
- A risk assessment should be undertaken if the placement is new (usually involves a visit to the institution

Adequate progress on placement will be measured at the end of the placement, but also at the placement visit so that any issues can be highlighted sooner and resolved before the placement finishes. Please note that the student and the placement organisation will be encouraged to speak to the module co-ordinator if there are any problems.

The following criteria will be used to measure progress:

- Good attendance
- Good punctuality
- Professional attitude at work
- Good at following direction
- Completes tasks set
- Gets on well with the team
- Working within organisation protocol
- Working under time-pressure and towards deadlines

Students who cannot find a suitable placement, or who fail the Placement year would be able to transfer to the BSc Psychology programme to complete their studies.

Tuition fee costs

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

Specific programme costs

n/a