

MSc Occupational Psychology

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 Occupational Psychology

Name of Interim Exit Award(s): Not applicable

Duration of Programme: 1 year full-time

UCAS Code(s): Not applicable

HECoS Code(s): (100950) Occupational Psychology

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: British Psychological Society

Date Programme Specification last updated/approved: December 2020

Home Department: Institute of Management Studies

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

Not applicable

Programme overview

Occupational Psychology, both as a professional and academic field, seeks to address questions of critical importance in business and enterprise. How can we select the best employees? How can we enhance health and performance? How can we effectively manage organisational change? How can we develop good leadership in organisations? What impact does coaching really have?

Training as an Occupational Psychologist in the Institute of Management Studies will equip you with the scientific knowledge and practical skills to begin considering these questions, challenging the status quo, and offering innovative solutions to workplace problems.

Programme Accreditation:

The MSc Occupational Psychology programme is accredited by the Division of Occupational Psychology of the British Psychological Society (BPS).

Programme entry requirements

You should have an undergraduate degree in Psychology, or in a relevant subject (not necessarily Psychology), of at least upper second class standard. Relevant work experience will be an advantage.

For those applicants who have a BSc or a BA in Psychology from a university that is accredited by the British Psychological Society (BPS) (This is also known as having Graduate Basis for Chartership; GBC), the Goldsmiths' MSc Occupational Psychology (if successfully completed) will allow you to progress to BPS Stage two training, and eventually attain professional chartership in occupational psychology (if Stage two BPS requirements are met).

For those applicants who have a BSc or a BA in Psychology from a university that is not accredited by the BPS, you will not be eligible for the BPS Stage two training but will nevertheless be welcome to join the Goldsmiths' MSc Occupational Psychology. It may be possible to gain BPS recognition for non-accredited BA or BSc in Psychology through applying directly to the BPS.

Those applicants who are unable to gain BPS recognition for their BSc or BA in Psychology, and those applicants who have a BSc or a BA in a discipline outside of psychology, will not be eligible for the BPS Stage two training but will nevertheless be welcome to join the Goldsmiths' MSc Occupational Psychology. Applicants in this situation may consider completing a BPS accredited psychology postgraduate conversion course prior to undertaking the MSc Occupational Psychology. This will permit eventual progression to the BPS Stage two training, if the MSc Occupational Psychology is successfully attained.

Aims of the programme

Goldsmiths' Occupational Psychology MSc programme aims to equip students with a thorough grounding in the knowledge base of occupational psychology, to provide them with the research skills necessary to conduct independent investigations to a high level of competence, and to impart core practitioner techniques and awareness. The Occupational Psychology Group at Goldsmiths benefits from excellent links with commercial organisations and occupational psychology consultancies. Building upon these links, it is the group's aim that the MSc Occupational Psychology maintains and strengthens its reputation of being one of the premier programmes of its kind in the UK.

What you will be expected to achieve

The learning outcomes relevant to this programme are subject-specific theoretical knowledge of occupational psychology; and transferable procedural skills and competencies in the application of psychological theory to the workplace.

The MSc Occupational Psychology programme has full BPS accreditation. As such, the modules have been specifically designed to cover material relevant to each of the seven curriculum domains identified by the BPS Division of Occupational Psychology (DOP). These are as follows: (1) Psychological Assessment at Work; (2) Learning, Training and Development; (3) Leadership, Engagement and Motivation; (4) Wellbeing and Work; (5) Work Design, Organisational Change and Development; (6) Applying Psychology to Work and Organisations; and (7) Research Design, Advanced Data Gathering and Analytical Techniques.

Reaching the discrete learning objectives below will enable students to synthesise theoretical/technical and applied knowledge from occupational psychology within a variety of organisational contexts. This synthesis combines both subject-specific knowledge and generic applied skills. Training in the BPS' qualifications in occupational ability (formerly known as Level A) and occupational personality (formerly known as Level B Intermediate/Intermediate Plus) testing also provides students with the skills required to select, administer, interpret and feedback psychological assessment instruments in selection and development contexts.

After completing the programme students should have, or be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	See Subject Specific Skills and Professional Behaviours and Attitudes below	See Subject Specific Skills and Professional Behaviours and Attitudes below

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	See Subject Specific Skills and Professional Behaviours and Attitudes below	See Subject Specific Skills and Professional Behaviours and Attitudes below

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Show a critical understanding of the seven curriculum domains required for BPS accreditation.	All seven domains (all modules)
C2	Understand the role of the personnel selection specialist as an applied differential psychologist; our goal is to identify and measure relevant individual differences to help us decide who we select or reject; describe the range of assessment methods available to organisations in terms of their theoretical coherence, predictive validity (and other psychometric properties), and their appropriateness for the workplace (c.f., adverse impact).	Domain 1: Psychological Assessment at Work (Covered by Assessment and Selection module)
C3	Understand selection and assessment as a judgement and decision-making process, and implement judgement and decision-making tools in this context; critically evaluate policies and practices for assessing and selecting employees with particular reference to the methods and procedures used and whether these are fair and just or perceived to be by those influenced by the selection system; approach these perspectives from the viewpoint of a scientist-practitioner, and understand how the role of a psychologist may be distinguished from that of other professionals working in this area.	Domain 1: Psychological Assessment at Work (Covered by Assessment and Selection module)
C4	Demonstrate a detailed understanding of the ways in which individuals learn and develop in organisations; describe the different kinds of development activities as well as their similarities and differences.	Domain 2: Learning, Training and Development (Covered by Training, Coaching and Counselling module)

Code	Learning outcome	Taught by the following module(s)
C5	Understand the broader context of learning and development in terms of the organisation's goals and the individual's long-term career plans; critically evaluate the theoretical underpinnings of the different development activities and explain the implications of empirical research for this theory; understand practical and methodological issues relating to the application of the different development activities in organisations.	Domain 2: Learning, Training and Development (Covered by Training, Coaching and Counselling module)
C6	Knowledge of theories of leadership, including the differences between leaders and managers; the extent to which leader successes and failures are due to the psychological characteristics of individuals versus the situations in which they find themselves; the characteristics of the organisational and social structures within which leaders and talented individuals work. They will also be able to discuss the extent to which leadership and other abilities relevant to talent management can be developed; and recommend approaches most likely to facilitate the development of leaders and other talented individuals. Students will show in-depth understanding of the factors that shape the environment in which leadership occurs, namely: performance management, power, influence and negotiation in organisations, and the psychology of teams and teamwork.	Domain 3: Leadership, Engagement and Motivation (Covered by Leadership and Talent Management module)
C7	Share and exchange expertise and skills with other students on the module and with other general audiences. Manage own learning and recognise the need for life-long learning.	Domain 3: Leadership, Engagement and Motivation (Covered by Leadership and Talent Management module)

Code	Learning outcome	Taught by the following module(s)
C8	Critically analyse and evaluate scientific material, independently identifying shortcomings and limitations for specific studies and methods overall.	Domain 3: Leadership, Engagement and Motivation (Covered by Leadership and Talent Management module)
C9	Produce high quality written reports demonstrating intellectual rigor. Critically summarise and evaluate ideas in ways that may be understood by non-specialists. Apply psychological concepts and findings to novel, applied problems.	Domain 3: Leadership, Engagement and Motivation (Covered by Leadership and Talent Management module)
C10	Demonstrate a detailed understanding of individual and organisational wellbeing; describe the different ways in which organisational environments can be managed and designed to facilitate individual and organisational health and performance.	Domains 4 and 5: Wellbeing and Work; Work Design, Organisational Change and Development (Covered by Organisational Behaviour and Health module)
C11	Evaluate and compare theories used in the understanding of individuals and organisational environments; critically evaluate theoretical and applied limitations of theory and research concerning individuals and work; understand practical and methodological issues relating to the management of individual and organisational health and the design of work environments.	Domains 4 and 5: Wellbeing and Work; Work Design, Organisational Change and Development (Covered by Organisational Behaviour and Health module)
C12	Demonstrate an understanding of what constitutes evidence based practice and critically evaluate tools and techniques in light of this; critically reflect on the practical usefulness of specific tools and techniques used in academic, industrial and consultancy settings.	Domain 6: Applying Psychology to Work and Organisations (Covered by Professional and Applied Research Skills module)
C13	Describe the different kinds of occupational psychology projects run within consultancies and organisations; describe leading edge research in occupational psychology.	Domain 6: Applying Psychology to Work and Organisations (Covered by Professional and Applied Research Skills module)

Code	Learning outcome	Taught by the following module(s)
C14	Demonstrate understanding of principles and ethics of research design and data collection; code and inspect data prior to analysis; understand the meaning of statistical significance and probability in the context of hypothesis testing; awareness of algorithmic modelling techniques from data mining and machine learning; select and use appropriate statistical procedures; present statistical results in an informative and understandable format; use of SPSS statistical software to deliver 2-6; critically evaluate research design and statistical analyses and be able to apply these skills in their own work.	Domain 7: Research Design, Advanced Data Gathering and Analytical Techniques (Covered by Research Design and Applied Statistics module AND Research Project)
C15	Formulate a research problem on the basis of a literature search; select an appropriate research design to address the research problem; collect reliable and valid data, and subject these data to appropriate statistical analysis; interpret the statistical results in the context of the research literature; produce and 10,000 word report in a format appropriate for publication; produce a 500 word executive summary of the project.	Domain 7: Research Design, Advanced Data Gathering and Analytical Techniques (Covered by Research Design and Applied Statistics module AND Research Project)

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate knowledge and skills commensurate with stage one of the BPS Qualification in Occupational Psychology for individuals wishing to become Chartered Psychologist members of the DOP. Once BPS Chartered Membership is attained individuals are also eligible to apply to become a Health and Care	All seven domains (all modules)

Code	Learning outcome	Taught by the following module(s)
	Professions Council (HCPC) registered Occupational Psychologist.	
D2	Critically evaluate theory and research relevant to occupational psychology and understand this as a starting point for evidence-based practice.	All seven domains (all modules)
D3	Identify and develop skills and competencies central to professional practice in occupational psychology.	All seven domains (all modules)
D4	Understand the range of tools, techniques and research methods relevant to scientific enquiry in occupational psychology and apply these to practice (e.g., during the research project).	All seven domains (all modules)
D5	Identify, understand and apply relevant legal, ethical and professional occupational psychology standards (e.g., BPS standards) to their work.	All seven domains (all modules)
D6	Communicate knowledge effectively (through verbal and non-verbal formats) to a range of audiences including colleagues, supervisors, industry professionals and non-specialists.	All seven domains (all modules)
D7	Reflect on and synthesise knowledge from multiple domains to help inform the development of a professional identity as a trainee psychologist.	All seven domains (all modules)
D8	Disseminating work effectively and appropriately through a range of written (e.g., essays, reports, project write-up) and oral (e.g., presentations, feedback sessions) formats.	All seven domains (all modules)

How you will learn

The teaching and learning methods to which students are 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 them 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, students experience a range of teaching/learning methods, including formal lectures, workshops, tutorials, presentations, professional training certified by the BPS, summative coursework (essays and reports), oral presentations, group reports and independent research projects.

Formal lectures are integral to the acquisition of subject specific skills and understanding, but these also provide the opportunity for discussion and debate. This learning strategy is designed to challenge students' preconceptions, facilitate independent thought, and enable students to develop a critical perspective. Tutorials and workshops provide a further opportunity to develop an independent and critical perspective.

Students are required to attend a Thought Leadership Programme of talks by leading academics and practitioners in the field of occupational psychology. These talks expose students to new ideas and practices in the field that help students with decisions concerning their future career.

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. Students 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.

Evaluation is key to squaring the curriculum design principles of aims, content and process, with outcomes; and the model we adopt 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 students to be actively involved in the learning process, and to be concerned with issues of quality.

How you will be assessed

The learning outcomes are assessed by a variety of means: (1) Unseen examination Papers in May/June; (2) formative or summative essays – or both - for all the taught modules; (3) presentations and discussions during seminars, held for each module; In the third term, (4) students conduct a large piece of empirical research in the form of a Research Project and Executive Summary.

Students receive feedback on written work (essays and practical reports) in the form of structured numerical feedback (1 – 5), relating to the logic of arguments, their coherence, references, coverage of background literature, etc., as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow

students to know how to improve their work. During meetings with their supervisor, students have a further opportunity to receive feedback and academic guidance.

The written and oral feedback serve a number of functions: (a) to identify areas in need of further development, serving a diagnostic function; (b) the discussion accompanying oral feedback provides an opportunity to develop knowledge and appreciation of theoretical and applied material, and to encourage students to think critically and independently; and (c) feedback provides students with tangible criteria against which progress can be monitored.

The reliability and validity of these forms of assessments are assured by group meetings between tutors. In addition, all summative work is either second marked or moderated. Detailed criteria for marking bands are provided for students in the Programme Handbook and in this specification.

In order to comply with the accreditation requirements of the DOP, students must be independently assessed, and must gain a pass, in each of the seven DOP core curriculum domains. Below, we indicate the DOP domain and the assessments that students must pass in order to meet DOP requirements:

DOP core curriculum domain 1 Psychological Assessment at Work

Assessment requirement and module: Overall pass on 1 coursework assignment + 1 written exam in Assessment and Selection

DOP core curriculum domain 2 Learning, Training and Development

Assessment requirement and module: Overall pass on 1 coursework assignment + 1 written exam in Training, Coaching and Counselling

DOP core curriculum domain 3 Leadership, Engagement and Motivation

Assessment requirement and module: Overall pass on 1 coursework assignment + 1 written exam in Leadership and Talent Management

DOP core curriculum domain 4 Wellbeing and Work

Assessment requirement and module: Pass on 1 coursework assignment in Organisational Behaviour and Health

DOP core curriculum domain 5 Work Design, Organisational Change and Development

Assessment requirement and module: Pass on 1 written exam in Organisational Behaviour and Health

DOP core curriculum domain 6 Applying psychology to Work and Organisations

Assessment requirement and module: Overall pass on 1 coursework assignment + 1 group presentation in Professional and Applied Research Skills

DOP core curriculum domain 7 Research Design, Advanced Data Gathering and Analytical Techniques

Assessment requirement and module: Overall pass on 2 coursework assignments in Research Design and Applied Statistics + Pass on Research Project/Dissertation

Students must also gain an overall pass—on any required coursework assignments and written exams—on their option module, however this does not relate to any of the DOP curriculum domains.

Coursework feedback

Five attributes of students' written work are considered when assigning marks on a 5-point scale (1 = poor; 5 = very good):

1. Answer. (Does the work answer the question or address the issue?)
2. Structure. (Is the general structure of the work coherent?)
3. Flow. (Does each statement follow sensibly from its predecessor?)
4. Argument. (Is there a convincing quality of argument in the work?)
5. Evidence. (Are claims supported by relevant evidence from the literature?)

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	In addition to the criteria for an excellent grade it will also have an exceptional 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: <ol style="list-style-type: none"> 1. presents relevant and accurate material in the subject area and uses it to answer the question or address the issue comprehensively and critically

Mark	Descriptor	Specific Marking Criteria
		<ol style="list-style-type: none"> 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 5. is presented clearly and accurately, and has a substantial impact on the audience <p>The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>
60-69%	Merit	<p>Overall evidence of a very good level of response to the set tasks; the conceptual coherency of the work is good and ideas are researched and evaluated within a defined contextual framework. The work shows evidence of sustained academic enquiry, draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks.</p> <p>A mark of 60% - 69% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> 1. presents relevant and accurate material in the subject area but fails to use it to answer the question or address the issue in a sufficiently critical manner 2. has a detectable structure which is adhered to for the most part 3. has relationships between statements that are generally easy to follow 4. has a good quality line of argument supports claims by reference to relevant literature 5. is presented clearly and adequately but not with a major impact <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</p>

Mark	Descriptor	Specific Marking Criteria
		<p>recognition of the need for a contextual framework. The work shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed.</p> <p>A mark of 50% - 59% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> 1. presents largely relevant and accurate material in the subject area but fails to use it to critically address the question or the issue 2. has a structure, but one that is rather loose and unannounced 3. has relationships between statements that are sometimes hard to follow 4. has a fair quality line of argument (information drives argument, rather than other way round) 5. tends to make claims without sufficient supporting evidence 6. is presented with an adequate, but not substantial, clarity or impact <p>Within this category, the mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.</p>
30-49%	Fail	<p>Overall the work may not be without merit but not Masters standard. The concepts in question are realised inappropriately or under-developed. The work shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed.</p> <p>A mark of 30-49% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> 1. fails to adequately address the topic or to answer the question, either by reproducing material that is only partly relevant, or by inaccurately reproducing material that is relevant, or by reproducing only a very small amount of relevant material. 2. lacks a clear structure or framework 3. has relationships between statements that are often difficult to recognise 4. has a poor quality line of argument

Mark	Descriptor	Specific Marking Criteria
		<p>5. makes poor use of evidence to support most of the claims that are made</p> <p>6. is presented without much impact</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 29% 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. Little impact is shown in the group presentation.</p>
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

How the programme is structured

The Programme is composed of modules organised within the Institute of Management Studies (IMS) that have a total value of 180 credits.

Most modules have a strong practical component. All lecturers on this Programme have a strong research profile, which they bring to bear when presenting both the theoretical/technical, and applied components of occupational psychology.

Module Title	Module Code	Credits	Level	Module Status	Term
Assessment and Selection	IM71028A	15	7	Compulsory	2

Module Title	Module Code	Credits	Level	Module Status	Term
Organisational Behaviour and Health	IM71030A	15	7	Compulsory	1
Training, Coaching and Counselling	IM71032A	15	7	Compulsory	1
Leadership and Talent Management	IM71001B	15	7	Compulsory	1
Professional and Applied Research Skills	IM71012B	30	7	Compulsory	2
Research Design and Applied Statistics	IM71011A	15	7	Compulsory	1
15 CAT optional module	Various	15	7	Optional	1 or 2
Research Project	IM71000A	60	7	Compulsory	1, 2 and 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

The MSc Occupational Psychology provides students with the knowledge and skills required for stage one of the BPS Qualification in Occupational Psychology for individuals to become Chartered Psychologist members of the DOP. Once BPS Chartered Membership is attained individuals can also apply to become HCPC Registered Occupational Psychologists. Consequently, most graduates continue their training working as occupational psychologists in a range of commercial and non-commercial organisations, with many graduates gaining employment in either Blue Chip companies or smaller specialised psychological consultancies. The Goldsmiths Careers Service is also available to help students make

decisions about future employment. A significant number of students have also gone on to undertake PhDs and continue in research careers.

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

Programme Accreditation

The MSc Occupational Psychology programme is accredited by the Occupational Psychology Division of the British Psychological Society (BPS).

General programme costs

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

Specific programme costs

Not applicable.

How teaching quality will be monitored

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

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

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

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

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