

# Collaborative Foundation Year Programme with subject Pathways

## Programme Specification

**Awarding Institution:** University of London (Foundation Certificate award made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Final Award:** Foundation Certificate in subject pathway or progression to BA (Hons) in relevant subject or alternative choice as agreed with Department

**Programme Name:** BA (Hons) Subject pathway with Integrated Foundation Year

**Total credit value for programme:** 120 CATS

**Name of Interim Exit Award(s):** No exit awards offered

**Duration of Programme:** 1 year foundation + three-year full time (undergraduate degree)

**UCAS Code(s):** FT BA ENGLISH (WITH INTEGRATED FOUNDATION YEAR)[Q301], FT BA ENGLISH WITH CREATIVE WRITING (WITH INTEGRATED FOUNDATION YEAR)[Q3W9], FT BA HISTORY (WITH INTEGRATED FOUNDATION YEAR)[V104], FT BA HISTORY WITH ANTHROPOLOGY (WITH INTEGRATED FOUNDATION YEAR)[LV62], FT BA HISTORY WITH GLOBAL HISTORY (WITH INTEGRATED FOUNDATION YEAR)[V271], FT BA HISTORY WITH MILITARY HISTORY (WITH INTEGRATED FOUNDATION YEAR)[V392], FT BA HISTORY WITH POLITICS (WITH INTEGRATED FOUNDATION YEAR)[LV22], FT BA INTERNATIONAL RELATIONS (WITH INTEGRATED FOUNDATION YEAR)[L252], FT BA POLITICS (WITH INTEGRATED FOUNDATION YEAR)[L201], FT BA POLITICS AND INTERNATIONAL RELATIONS (WITH INTEGRATED FOUNDATION YEAR)[L2L6], FT BA POLITICS, PHILOSOPHY AND ECONOMICS (WITH INTEGRATED FOUNDATION YEAR)[LLV2], FT BA CRIMINOLOGY (WITH INTEGRATED FOUNDATION YEAR)[LL35], FT BA SOCIOLOGY (WITH INTEGRATED FOUNDATION YEAR)[L301], FT BA SOCIOLOGY AND POLITICS (WITH INTEGRATED FOUNDATION YEAR)[LL24], FT BA SOCIOLOGY WITH CRIMINOLOGY (WITH INTEGRATED FOUNDATION YEAR)[3L31]

**HECoS Code(s):** Various

**QAA Benchmark Group:** Not applicable

**FHEQ Level of Award:** Level 3 (year 0)

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** December 2023

**Home Department:** Department delivering subject pathway student chooses

**Department(s) which will also be involved in teaching part of the programme:** Centre for Academic Language and Literacies (CALL) and Department of English and Creative Writing and Home Academic Department

## Programme overview

The integrated foundation programme provides you with a secure grounding in the core skills and knowledge of your chosen subject pathway to ensure success in the first year of the main Undergraduate degree and beyond. This year-long programme also provides you with an introduction to working across disciplines, and to gain the opportunity to develop (or consolidate) the necessary academic and research literacies that are required across Goldsmiths' academic departments.

You will be housed and supported within the department which offers your main undergraduate degree choice to ensure you are integrated into the ways of working in that discipline. As such, you will study a pathway-specific module for the relevant set of undergraduate programmes which will provide you with the relevant introductory knowledge to progress successfully into the first year of our degrees in your chosen subject.

In addition to your main subject-specific module, you will take the module Culture and Society in Post-war Britain 1945-1985, which will introduce you to major cultural and political events through the lens of key literary texts, media and films. It will help you understand key social and political movements of the period, how these movements were reflected in the culture at the time and how they influenced the world we live in today. This is a cross-disciplinary module on which you'll be joined by other foundation year students from relevant subject area clusters. Topics will include: The Postwar Economy: Poverty and Rebuilding; Windrush and Migration; Irish Colonisation and the Troubles; the Cold War and the Space Race; Second-Wave Feminism; Protest and Punk; South-Asian Britain and multiculturalism.

Together these two modules will provide a knowledge foundation which will ensure that when you progress to the first year of the main degree you are prepared to succeed and thrive within the discipline cohort. Furthermore, you'll benefit from familiarity with staff and ways of working within the Department and Higher Education in general.

Alongside the direct preparation in the core subject and related areas of knowledge, you will also take two foundational modules in our Centre for Language and Literacies (CALL). These modules, Reading and Writing Your World and Building Your Research World, have been designed to work together to provide you with the ability to:

- present ideas effectively in writing;

- read, analyse and critically respond to a range of texts;
- participate effectively in academic discussion and identify how research is conducted in higher education;
- compare different research methodologies.

Together these modules will enable you to identify, research and clearly communicate your ideas and understand how knowledge is constructed and impacts society.

As a result of the programme structure outlined above, successful completion of this programme will, in the majority of cases, permit you to transfer over to another participating discipline (English, History, Politics and International Relations, Sociology and Social Work) for your undergraduate degree giving you more flexibility in your choice of degree studies.

In total, the programme provides you with core disciplinary and academic skills, as well as acting as a supportive bridge to induct you into university life.

## **Programme entry requirements**

All pathways:

- Candidates must normally be 18 years of age by the 30th of September in the year of entry to the programme.
- Candidates who have studied level 3 qualifications within the last two years will be expected to have achieved the equivalent of two passes (E or better) at A2 level, BTEC or equivalent and have achieved a level 2 qualification in GCSE English at Grade 4 or above for entry to most pathways, BA English requires Grade 5.
- For candidates who have not studied any level 3 qualifications in the last two years, there are no formal qualifications required for admission, but you will need to demonstrate that you can benefit from the programme by undertaking an additional admissions process.
- Additional admissions processes may involve a sensitive and detailed interview or request for the submission of written information used to assess suitability to study. The criteria are evaluated during any additional admissions process are; reasons for applying to do a degree, reasons for applying to Goldsmiths, background knowledge/expectations of subject, intellectual potential and analytic skills, ability to express ideas verbally and engage in debate, motivation to complete the programme.

- The programme is delivered in English, and whilst language support is available at the college, we would normally expect candidates for whom English is an additional language to have a competency level equivalent to an IELTS score of 6.0

Additional Requirements for candidates for BA Social Work Foundation Integrated degree:

1. GCSE in English C/4 or above or equivalent (this is a Social Work England req)
2. Essential Fitness to Train conditions:  
DBS check  
Occupational health check
3. Some relevant experience in a field related to social work – demonstrated in application (the Foundation module will support them to build on this experience).

## Programme learning outcomes

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstration of the subject specific knowledge and understanding required to begin the first year of an undergraduate degree in the relevant or related discipline.	Pathway specific subject modules
A2	Analyse factual/historical and fictional/imaginative interpretations of events	Culture and Society in Postwar Britain
A3	Interpret and evaluate the social and cultural context surrounding key events.	Culture and Society in Postwar Britain
A4	Use evidence from the work of others to develop and support academic argument, using appropriate citation practices	Reading and Writing your World

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Demonstrate subject specific cognitive and thinking skills required to begin the first year of an undergraduate degree in the relevant or related discipline	Pathway subject specific modules
B2	Reflect on personal experiences and competencies and apply these to transferable skills and future academic options	Reading and Writing your World
B3	Identify and apply, using Library and online resources, <b>academic sources</b> that are related, relevant and appropriate to topics of study	Reading and Writing your World
B4	Actively and appropriately use effective verbal communication to contribute to academic discussion and debate.	Building your Research World

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate subject specific skills required to begin the first year of an undergraduate degree in a relevant or related discipline	Pathway subject specific modules
C2	Identify the major social, political, cultural movements of the period in Britain	Culture and Society in Postwar Britain
C3	Discuss important literary/artistic responses to events	Culture and Society in Postwar Britain
C4	Use evidence from the work of others to develop and support academic argument, using appropriate citation practices	Reading and Writing your World

## Transferable skills

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D1	Demonstrate subject specific transferable skills required to begin the first year of an undergraduate degree delivered by relevant modules	Pathway subject specific modules
D2	Identify and use evidence from a range of sources to support academic argument	Reading and Writing your World
D3	Demonstrate effective and appropriate verbal and written communication	Reading and Writing your World
D4	Organise and communicate research ideas, processes, and conclusions to an academic audience	Building your Research World
D5	Identify the differences between research techniques and apply them to your own interests	Building your Research World

## **Grading Criteria**

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>Demonstrates exceptionally highly detailed understanding of the area of study; work reflects outstanding knowledge of relevant debates in the literature and current developments</p> <p>Exceptional evidence of ability to manage own learning e.g., use of primary sources/reading well beyond the taught elements of the module/s; outstanding ability to identify independently a wide range of data, information and/or sources appropriate to nature of investigation/question</p> <p>Demonstrates an exceptional level of conceptual understanding - including a considerable appreciation of the uncertainty, ambiguity and limits of knowledge - leading to outstanding ability to devise and sustain analysis and/or to solve problems; use of numerous ideas and techniques, some of which are at the forefront of the discipline; able to exercise excellent judgement in analysis and interpretation of ideas</p> <p>Exceptionally coherent, clear written-verbal communication and comprehensive argument, consistently supported by evidence; use of logical structure including clear and valid conclusions; accurate and consistent citation and referencing</p>



70-79%	1st: First (Excellent)	<p>Demonstrates an excellent understanding of the area of study; work reflects sophisticated knowledge of relevant debates in literature and current developments.</p> <p>Very high-quality evidence of ability to manage own learning e.g., use of primary sources/reading well beyond the taught elements of the module; excellent ability to identify independently a wide range of data, information and/or sources appropriate to nature of investigation/question</p> <p>Demonstrates an excellent level of conceptual understanding - including a considerable appreciation of the uncertainty, ambiguity and limits of knowledge - leading to an excellent ability to devise and sustain analysis and/or to solve problems; use of varied ideas and techniques, some of which are at the forefront of the discipline; able to exercise excellent judgement in analysis and interpretation of ideas</p> <p>Demonstrates excellence in coherence, clarity of written-verbal communication and comprehension of argument, consistently supported by evidence; use of logical structure including clear and valid conclusions; accurate and consistent citation and referencing</p>
60-69%	2.1: Upper Second (Very good)	<p>Demonstrates a good understanding of the area of study; shows comprehensive knowledge of relevant debates in the literature and current developments</p> <p>High quality evidence of ability to manage own learning e.g., reading well beyond the taught elements of the module; good ability to identify independently data, information and/or sources appropriate to nature of investigation/question</p> <p>Demonstrates a good level of conceptual understanding - including a good appreciation of the uncertainty, ambiguity and limits of knowledge - leading to a good ability to devise and sustain analysis and/or to solve problems; use of ideas and techniques, some of which are at the forefront of the discipline; able to exercise judgement in analysis and interpretation of ideas</p> <p>High quality; coherent, clear written and verbal communication and comprehensive argument, consistently supported by evidence; use of logical structure including clear and valid conclusions; accurate and consistent citation and referencing</p>

50-59%	2.2: Lower Second (Good)	<p>Demonstrates a reasonable understanding of the area of study; work reflects awareness of relevant debates in the literature and current developments</p> <p>Some evidence of ability to manage own learning e.g., reading beyond the taught elements of the module; competent ability to identify data, information and/or sources appropriate to nature of investigation/question evident</p> <p>Demonstrates a reasonable level of conceptual understanding - including some appreciation of the uncertainty, ambiguity and limits of knowledge - leading to reasonable ability to devise and sustain analysis and/or to solve problems; use of ideas and techniques; some attempt to exercise judgement in analysis and interpretation of ideas</p> <p>Reasonable, clear written and verbal communication and comprehensive argument, supported by evidence; use of logical structure including clear and valid conclusions; accurate and consistent citation and referencing</p>
40-49%	3rd: Third (Pass)	<p>Demonstrates a limited understanding of the area of study; shows an acceptable knowledge of relevant debates in the literature and current developments</p> <p>Some evidence of ability to manage own learning e.g., reading beyond the taught elements of the module; ability to identify some data, information and/or sources appropriate to nature of investigation/question</p> <p>Demonstrates basic level of conceptual understanding - including some appreciation of the uncertainty, ambiguity and limits of knowledge - showing some ability to devise and sustain analysis and/or to solve problems; occasional ideas and techniques; some analysis and interpretation of ideas; attempt at exercising judgement</p> <p>Limited written and verbal communication of argument, supported by some evidence; use of logical structure with some clear and valid conclusions; accurate and consistent citation and referencing</p>
25-39%	Fail	<p>Work does not meet the standards required to pass; demonstrates a superficial understanding of the area of study; gaps in knowledge of relevant debates in the literature and little awareness of current developments</p> <p>Shows little evidence of ability to manage own learning e.g., reading beyond the taught elements of the module; some</p>

		<p>difficulties in identifying data, information and/or sources appropriate to nature of investigation/question</p> <p>Demonstrates little conceptual understanding, showing little ability to devise and sustain analysis and/or to solve problems; lacks ideas and techniques; lacks interpretation of ideas; no attempt to make judgements</p> <p>Work does not meet the standards required to pass; lacking coherent, clear written and verbal communication and a comprehensive argument, lacking supporting evidence; absence of logical structure and conclusions; referencing inaccuracies or failure to reference.</p>
10-24%	Bad fail	<p>Work is well below the standards required to pass; lacks understanding of the area of study; major gaps in knowledge</p> <p>Unable to manage own learning; unable to identify data, information and/or sources appropriate to nature of investigation/question</p> <p>Demonstrates no conceptual understanding; no structured analysis and/or problem solving; lacks ideas and techniques; no attempt to make judgements</p> <p>Work is well below the standards required to pass; lack of written and verbal communication with no credible argument; unsubstantiated by evidence;</p>
1-9%	Very bad fail	<p>Work does not meet the standards required to pass; demonstrates a lack of engagement in the area of study</p> <p>No evidence of ability to manage own learning</p> <p>Demonstrates no conceptual understanding with no attempts made to devise and sustain analysis or to solve problems</p> <p>Work does not meet the standards required to pass; no evidence of clear written and verbal communication argument, supporting evidence; structure nor conclusions; no attempt at referencing.</p>
0%	Non submission or plagiarised	

## Mode of study

This programme is delivered on campus using face to face teaching delivery. Independent study using our virtual learning environment and library resources will also be required to complete the programme of study.

## Programme structure

### Full-time mode

### Academic year of study 0

Module Name	Module Code	Credits	Level	Module Type	Term
Reading and Writing your World	LS50018A	30	3	Compulsory	1-2
Building your Research World	LS50019A	30	3	Compulsory	1-2
Culture and Society in Postwar Britain	EN50011A	30	3	Compulsory	1-2
students will take one 30 credit module (or 2 15 credit modules if taking the Sociology or History pathways) of the following pathway modules as dictated by their choice of main degree:					
English Literature from the Renaissance to the late 20 <sup>th</sup> Century	EN50010A	30	3	Compulsory for students on the ECW pathway who wish to join undergraduate degrees in the ECW Department	1-2
Politics in an Age of Crisis	PO50001A	30	3	Compulsory for students on the	1-2

Module Name	Module Code	Credits	Level	Module Type	Term
				Politics pathway who wish to join undergraduate degrees in the Politics and IR Department	
Social Work Foundation	SW Code	30	3	Compulsory for students on the Social Work pathway who wish to join BA Social Work	1-2
Our Lives through Objects <b>AND</b>	SO50002A	15	3	Compulsory for students on the Sociology pathway who wish to join undergraduate degrees in the Sociology Department	1
Crime and Justice in London	SO50003A	15	3	Compulsory for students on the Sociology pathway who wish to join undergraduate degrees in the Sociology Department	2
The Battle for the Ballot <b>AND</b>	HT50010D	15	3	Compulsory for students on the History pathway who wish to join	1

Module Name	Module Code	Credits	Level	Module Type	Term
				undergraduate degrees in the History Department	
Empires, Nations and Lines on the Map: Postcolonial Perspectives on Global History	HT50011D	15	3	Compulsory for students on the History pathway who wish to join undergraduate degrees in the History Department	2

## Academic support

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

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three times 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 your transition to the higher education system. 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 feedback which offers advice and guidance to be applied to future assignments. 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](#)).

## **Placement opportunities**

On the Social Work Foundation pathway you will be expected to gain the required work experience for entry to the BA Social Work if you do not have this at the time of entry to the foundation programme. While this is your responsibility and you will not undertake a formal placement as part of the foundation year, your assessment in the Social Work Foundation module will assess that this experience requirement has been met – and you will have access to advice from tutors and the careers service regarding gaining this experience if needed.

## **Employability and potential career opportunities**

This programme is primarily designed to support progression to further study, as part of that process you will be encouraged to reflect on and identify career goals and ambitions as done so will ensure you are suitably prepared for your transition to the full undergraduate degree programme.

## **Programme-specific requirements**

Students who successfully complete the Foundation Year (Year 0) by passing all modules will then progress directly to Year 1 of the Undergraduate degree the Foundation Year is integrated into, and you will then progress through the same programme structure as the indicated in the relevant programme specification.

Students who complete the Foundation Year will be permitted to automatically transfer onto the first year of Undergraduate degrees in another department participating in the Collaborative Foundation Year, with the exception of Undergraduate programmes in BA Social Work and BA English with Creative Writing where additional requirements must be achieved as set out below:

Progression onto the first year of BA (Hons) Social Work require students to have also achieved the admissions requirements set out above and the standard work experience required for admission to the BA Social Work degree directly.

Progression onto the first year of BA (Hons) English with Creative Writing requires students to submit an independently produced portfolio of 5 pages of original creative writing in any genre to be assessed by the Admissions Tutor. This portfolio should be submitted for review in the Spring term of the Integrated Foundation year programme to support cohort planning in relation to genre specification and interest. As is the case with students applying to enter the BA English with Creating Writing degree directly, the portfolio pages should be produced independently of the Foundation-year modules within a student's own time.

These additional requirements apply to all students and can be developed during the Foundation Year programme.

Students who complete the Foundation year by passing all modules, may also be able to transfer to another Goldsmiths Undergraduate degree if permitted by the relevant Admissions Officer, subject to any relevant additional requirements being achieved.

## **Tuition fee costs**

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