Programme Specification
Undergraduate Programmes

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Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	BSc (Hons) Psychology
Name of Interim Award(s)	Foundation Certificate in Psychology
Duration of Study/Period of Registration	1 year (Foundation) + 3 years (undergraduate degree)
UCAS Code(s)	C801
HECos Code(s)	(100497) Psychology
QAA Benchmark Group	Department of Psychology
FHEQ Level of Award	Level 3
Programme Accredited by	British Psychological Society
Date Programme Specification last updated/approved	September 2017
Primary Department/Institute	Psychology

Departments which will also be involved in teaching part of the programme
Not Applicable

Programme overview

This is a four-year degree at Goldsmiths. If students successfully achieve the progression requirements of the foundation year, they can continue with the full-time three-year BSc (Hons) Psychology.

The programme is ideal for anyone interested in psychology and its many applications who want to boost their academic profile and progress to the full-time BSc Psychology. The programme focuses on introductory psychology and the different approaches psychology has adopted theoretically and in research. Some of the approaches that will be covered are developmental, social, cognitive, psychobiology, and research methods. You will also complete a study skills module as part of the programme, to develop academic writing and research skills.

There are also opportunities to be able to be involved with work happening in our specialist and general-purpose research laboratories, including an EEG suite for brain-based research, an infant lab, and a visual perception and attention laboratory.

The programme provides the opportunity for personal and professional development, and encourages students to think about your preferred direction in psychology.

Programme entry requirements

Candidates must normally be 18 years of age by the 30th September in the year of entry to the programme. There are no formal qualifications required for admission, but you will need to demonstrate that you can benefit from the programme. Grade B GCSE English (or equivalent) will indicate that you meet the necessary language requirements; Grade C GCSE or a work experience-related equivalent in Mathematics would be an advantage.

Selection is by interview.

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UNIVERSITY OF LONDON

Aims of the programme

This programme is the Foundation Year of an integrated degree programme leading finally to a full BPS recognised BSc. It should be read in conjunction with the programme specifications of the BSc (Hons) Psychology which contain descriptions of all the component modules in the full programme of study and identify the learning outcomes and skills that a student should achieve by engaging fully with the learning process offered up to Level 6. These outcomes are not repeated here; the learning outcomes in this Programme Specification relate to the Foundation Year, only.

The aims of the programme are informed by the College's commitment to widening participation and the ethos of the Department of Psychology.

The programme aims to:
1. introduce you to the scope and complexity of the study of Psychology
2. provide you with a knowledge of theoretical approaches to Psychology
3. develop skills relevant to pursuing further academic study of Psychology
4. provide a supportive learning environment which responds to the needs of people returning to study
5. encourage lifelong learning through the acquisition and development of independent learning styles

What you will be expected to achieve

By the end of the Foundation Year (Level 3) you will be expected to have acquired knowledge and understanding of:

Knowledge and Understanding		Taught by the following modules
A1	Various fundamental approaches to, and fields of study within, Psychology	All modules
A2	Different methods, concepts and appropriate terminology used in the study of Psychology	Psychology and Life, Research Methods and Experimental Design
A3	The skills necessary for independent study within the field	All modules
A4	Statistical methodology and research methods and experimental design, as applied within Psychology as a discipline.	Research Methods and Experimental Design

Cognitive and Thinking Skills		Taught by the following modules
B1	Synthesise academic material and develop arguments	All modules
B2	Analyse critical ideas in relation to the field of Psychology	All modules
B3	Illustrate points of view	All modules
B4	Critically evaluate concepts and continue research in relation to Psychology.	All modules

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Statistics and experimental design are particularly relevant to Psychology as a discipline. You will be in a position to make appropriate choices for statistical analysis and experimental design appropriate to this level of study.	Research Methods and Experimental Design

Transferable Skills	Taught by the following modules

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UNIVERSITY OF LONDON

D1	Research and information retrieval skills	All modules
D2	Structured and coherent styles of presenting information and ideas	All modules
D3	The potential for developing new skills within a structured and managed environment	All modules
D4	Transferable skills necessary for further undergraduate study.	All modules

How you will learn

Knowledge & Understanding:
Subject-content knowledge is developed through direct teaching, with occasional preparatory tasks set to enable you to place your own learning experiences in context. The sessions are organised so as to mix lecture-style input with opportunities for small- group and whole-class discussion.
The format of the input sessions will vary. They may include lectures (e.g. PowerPoint presentations, guest speakers) and sessions involving group tasks and discussions. Sessions will generally be supplemented by additional reading texts and notes in the form of handouts.

Cognitive and Thinking Skills:
The sessions are organised so as to mix lecture-style input with opportunities for group and whole-class discussion; students will be expected to respond critically to the ideas put forward, not least by their peers.
The approaches and theories presented throughout the programme will reflect the range of theories, as well as landmark studies, in the various fields of Psychology introduced. Students will be expected to engage with the theories and studies, and consider them critically in the light of their own learning, reading and reflection.

Subject Specific Skills and Professional Behaviours and Attitudes:
The development of these skills will be encouraged by full participation in the programme sessions, and in the work required for statistics and experimental design. Where necessary, support will be given with numeracy and any presentation skills required.

Transferable Skills:
The development of these skills will be encouraged by full participation in the programme sessions, and in the work required for the written assignments. Where necessary, support will be given with academic written English and any presentation skills required.

How you will be assessed

All learning skills, and particularly B1-B4 (Cognitive and Thinking Skills) will be assessed across a range of activities that include:

- Essay assignments of 2 x 1,500 words for each module.
- A 2 hour examination for "Social and Developmental Psychology", "Psychology and Life" and "Psychobiology and Cognitive Psychology".
- A research report based on practical experimental experience from Research School, a multiple choice test and a 1,500 word assignment on Experimental Design and Statistics, and a 1,000 word report from the Research Method sessions for the module "Research Methods and Experimental Design".

For each module, emphasis will vary in terms of how and where categories of learning outcomes will be assessed.

Marking criteria

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Mark	Descriptor	Specific Marking Criteria
80-100%	Outstanding/Exceptional	**90 - 100%** Very rare but certainly possible in EDS/research methods and equates to exact and detailed mathematical and statistical accuracy. Regarding essays as before but includes highly original argument and evidence **80-89%** As before (70-79%) but demonstrates wide reading that goes beyond the scope of material covered or suggested
70-79%	Very Good	Outstanding work showing a broad understanding of the topic and answers the question fully by including the full scope of appropriate aspects. Well structured and clearly uses appropriate evidence. Demonstrates that concepts and theories have been assimilated and also demonstrates critical evaluation where appropriate; uses relevant references
60-69%	Good	Highly competent work with good extensive reading and showing an awareness of different perspectives. Clearly structured with reading and evidential material directed to addressing the question.
50-59%	Pass	Satisfactory work that demonstrates an understanding of the material relating to a specific issue and clearly shows some of the principal reading has been assimilated. May be largely descriptive or too generalised, perhaps lacking particular analysis or argument. Focuses on the question sufficiently.
31-49%	Fail	Uses a limited amount of information in a confused way or may assert a position without supporting evidence. Little indication of structure or planning; may include irrelevant material or insufficiently address the question, but does attempt to answer the question or address the topic
16-30%	Bad Fail	No clear attempt at addressing the topic, weak structure but does include some relevant material.
1-15%	Very bad fail	No attempt at presentation of a structured or relevant answer (but may include some points relevant to the topic).
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

All students take the 4 core modules listed below:

A mean average mark of at least 60% overall is the standard mark for automatic progression on to Year One of the BSc (Hons) Psychology programme.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Social and Developmental Psychology	PS50005B	30	3	Core	1-2
Psychology and Life	PS50006B	30	3	Core	1-2

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Psychobiology and Cognitive Psychology	PS50007B	30	3	Core	1-2
Research Methods and Experimental Design	PS50008A	30	3	Core	1-3

Academic support

Support for learning and wellbeing is provided in 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.

Students are allocated a personal tutor and a Senior Tutor in each department who has overall responsibility progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Every student is assigned a personal tutor who will meet with their student twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first 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 way progress, attendance, essay/coursework/assessment marks can be reviewed, and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

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

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College 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 Inclusion and Learning Support and Wellbeing Teams maintain case loads 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

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UNIVERSITY OF LONDON

sessions. It also provides a programme of academic skills workshops and one-to-one provision throughout the year, which students can access directly at gold.ac.uk/asc/.

Links with employers, placement opportunities and career prospects

The programme is intended to lead directly into Year One of the BSc in Psychology. Each year graduating students from the BSc Hons degree find work in a variety of fields, many go on to work as Psychological Assistants before continuing to train as clinical psychologists or therapists, or continue into post graduate study.

Students are advised to think about careers early on in the course of their degree. Every year there is a series of Psychology Careers Talks available to all students. Students thereby gain the opportunity to hear from and ask questions of professionals acting in different areas of psychology and psychology related careers. Goldsmiths have also introduced the 3D Graduate scheme to support students in becoming reflective, self-managing learners who are able to progressively take responsibility for their development. This scheme is also in place to guide students' identification of a future career path after their degree. In addition, students discuss career option with their personal mentor and are often referred to the college Careers Office, which provides a career education programme for students and useful on-line resources and leaflets.

The department does not run a formal placement system. However, members of staff advertise internal placement opportunities. In addition, any external placement opportunities are advertised via email and on a Careers Noticeboard within the department. Students are also encouraged and supported by their Personal Mentors to seek out opportunities for relevant work experience during their studies.

The requirements of a Goldsmiths degree

In order to progress automatically to the BSc programme students must:

1.   pass all modules (i.e. achieve a mark of 50% in each) and
2.   achieve a mean average mark of at least 60% overall.

The Examination Board may exercise discretion in allowing progression if a student:

1. has passed all modules (i.e. achieved a mark of 50% in each) and
2. has achieved a mean average mark of at least 58% overall, but less than 60% and
3. has presented evidence of mitigation to the Examination Board which is deemed acceptable. Marks obtained in the Foundation Year (Level 3) will not count towards the final degree classification. Students who do not fulfil the above criteria but who pass all elements of assessment and achieve an average of at least 50% may exit the programme with the award of the Goldsmiths College Foundation Certificate in Psychology. The Certificate is awarded without grade by the Council of Goldsmiths College: its decision is final.

Re-entry to examination
In order to re-enter any part of the examination a candidate must:

1.   fulfil the conditions imposed by the Board of Examiners
2.   formally apply and where appropriate pay the requisite fee to the College Registry not later than 1 March of the year following the original examination failure.

The above information is intended as a guide. For further information, please refer to the Regulations for Undergraduate Students, which may be found here:
http://www.gold.ac.uk/governance/studentregulations/

Goldsmiths
UNIVERSITY OF LONDON

Programme-specific rules and facts

Programme costs

General Costs

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

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 must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).

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