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.

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:

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Various fundamental approaches to, and fields of study within, Psychology</td>
<td>All modules</td>
</tr>
<tr>
<td>A2 Different methods, concepts and appropriate terminology used in the study of Psychology</td>
<td>Psychology and Life, Research Methods and Experimental Design</td>
</tr>
<tr>
<td>A3 The skills necessary for independent study within the field</td>
<td>All modules</td>
</tr>
<tr>
<td>A4 Statistical methodology and research methods and experimental design, as applied within Psychology as a discipline.</td>
<td>Research Methods and Experimental Design</td>
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<table>
<thead>
<tr>
<th>Cognitive and Thinking Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Synthesise academic material and develop arguments</td>
<td>All modules</td>
</tr>
<tr>
<td>B2 Analyse critical ideas in relation to the field of Psychology</td>
<td>All modules</td>
</tr>
<tr>
<td>B3 Illustrate points of view</td>
<td>All modules</td>
</tr>
<tr>
<td>B4 Critically evaluate concepts and continue research in relation to Psychology.</td>
<td>All modules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Specific Skills and Professional Behaviours and Attitudes</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Research Methods and Experimental Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferable Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1 Research and information retrieval skills</td>
<td>All modules</td>
</tr>
<tr>
<td>D2 Structured and coherent styles of presenting information and ideas</td>
<td>All modules</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
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</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>Outstanding/Exceptional</td>
<td>90 - 100% Very rare but certainly possible in EDS/research methods</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Developmental Psychology</td>
<td>PS50005B</td>
<td>30</td>
<td>3</td>
<td>Core</td>
<td>1-2</td>
</tr>
<tr>
<td>Psychology and Life</td>
<td>PS50006B</td>
<td>30</td>
<td>3</td>
<td>Core</td>
<td>1-2</td>
</tr>
<tr>
<td>Psychobiology and Cognitive Psychology</td>
<td>PS50007B</td>
<td>30</td>
<td>3</td>
<td>Core</td>
<td>1-2</td>
</tr>
<tr>
<td>Research Methods and Experimental Design</td>
<td>PS50008A</td>
<td>30</td>
<td>3</td>
<td>Core</td>
<td>1-3</td>
</tr>
</tbody>
</table>
Academic support

Departmental-level personal support/advice:

PERSONAL MENTORS: All students have a dedicated member of staff to whom they can turn for academic, administrative and personal advice. Therefore, all students are assigned to a full-time member of academic staff who acts as their Personal Mentor. For each module in the degree there are staff to whom students can turn for academic support and advice. Lecturers, module coordinators, lab tutors, academic tutors (i.e. tutorial facilitators) and personal mentors are all available to answer student queries about module content. The Departmental Office Help Desk open at regularly scheduled hours each weekday during term-time where students can seek administrative support and guidance.

College-level academic support/advice:
As a college, Goldsmiths offers a large array of academic support to students (see the Information for Students Handbook: https://learn.gold.ac.uk/mod/folder/view.php?id=480117

The RUTHERFORD INFORMATION SERVICES BUILDING (RISB) is a large and diverse resource centre, providing facilities and services in the areas of library, languages, computing, media and learning technology. There is a large collection of resources, materials and equipment, with specialised help for students and staff on the range of facilities and services on offer. In addition, our students have full access to the University of London Library at Senate House which includes the world-class journal collection of the British Psychological Society (including nearly all major psychology journals from Europe, North America and elsewhere). Goldsmiths students also have at least Reference access to nearly all of the University of London college libraries. Goldsmiths is also committed to equality of opportunity and access, and to ensuring that students are not disadvantaged because of specific learning difficulties or disability.

The ENGLISH LANGUAGE CENTRE runs a number of short modules to help home and overseas students develop their academic writing/study skills, including academic literacy classes, dyslexia support classes, and classes for second language speakers.

College-level personal advice/support:
STUDENT SERVICES provides a central point of contact for information and advice on practical non-academic based issues such as student funding sources and financial planning, benefits, disability, child care, health and other related issues. The College also has a MEDICAL CENTRE, a COUNSELLING SERVICE, a CAREERS SERVICE, a CHAPLAINCY and NURSERY. DISABILITY OFFICE:
Goldsmiths welcomes applications from disabled students. The Equality Act 2010 obliges the College to make reasonable adjustments to ensure disabled students can participate equally in all aspects of college life. There is a specialised college Disability Team the departmental Senior Tutor also acts as the Disability Liaison Officer. The STUDENTS’ UNION represents student needs on many different issues, as well as providing valuable recreational and welfare services.

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 online 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/

**Programme-specific rules and facts**

N/A

**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/).