

Integrated Degree BSc (Hons) Psychology

Programme Specification

Awarding Institution:

University of London (Foundation Certificate award made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title:

Foundation Certificate in Psychology
or progression to BSc (Hons) Psychology

Name of Interim Exit Award(s): Not applicable

Duration of Programme:

1 year full-time (Foundation Certificate) + 3 years full-time (undergraduate degree)

UCAS Code(s): C801

HECoS Code(s): (100497) Psychology

QAA Benchmark Group: Psychology

FHEQ Level of Award: Level 3 (Foundation Certificate), Level 6 (undergraduate degree)

Programme accredited by: British Psychological Society (BSc (Hons) Psychology)

Date Programme Specification last updated/approved: September 2017

Home Department: Psychology

Department(s) 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 will normally be through 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:

- introduce you to the scope and complexity of the study of Psychology
- provide you with a knowledge of theoretical approaches to Psychology
- develop skills relevant to pursuing further academic study of Psychology
- provide a supportive learning environment which responds to the needs of people returning to study
- 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

Code	Learning outcome	Taught by the following module(s)
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

Code	Learning outcome	Taught by the following module(s)
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

Code	Learning outcome	Taught by the following module(s)
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

Code	Learning outcome	Taught by the following module(s)
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 and 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
- Unseen examination
- Research report
- Multiple choice test

Marking criteria

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

Mark	Descriptor	Specific Marking Criteria
		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 compulsory modules listed below:

Module Title	Module Code	Credits	Level	Module Status	Term
Social and Developmental Psychology	PS50005B	30	3	Compulsory	1-2
Psychology and Life	PS50006B	30	3	Compulsory	1-2
Psychobiology and Cognitive Psychology	PS50007B	30	3	Compulsory	1-2
Research Methods and Experimental Design	PS50008A	30	3	Compulsory	1-3

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 programme is intended to lead directly into Year One of the BSc (Hons) 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 an integrated undergraduate degree with Foundation Certificate

Integrated degree programmes consist of a foundation year (Year 0) with a value of 120 credits at Level 3 of the Framework for Higher Education Qualifications. Students who achieve the minimum progression requirements set out within the programme specification are guaranteed progression onto year 1 of specified undergraduate degree programmes.

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured”. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

- Year 1 = Level 4
- Year 2 = Level 5
- Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

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

In order to progress automatically to Year 1 of the specified undergraduate degree programme(s), students are required to:

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

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

- has passed all courses (i.e. achieved a mark of 50% in each)
and
- has achieved a mean average mark of at least 58% overall, but less than 60%
and
- has presented evidence of mitigation to the Examination Board which is deemed acceptable.

Following progression to Year 1, standard progression requirements for undergraduate programmes will apply.

Award of the degree

Students who pass all modules on the foundation year (Year 0), as set out in the section “How the programme is structured” above, will be eligible to exit the programme with the award of a Foundation Certificate.

Following progression to Year 1 of the specified undergraduate degree, the standard requirements for the award of a Goldsmiths degree will apply.

Classification

Students who successfully complete the foundation year (Year 0) but do not progress onto Year 1 of an undergraduate degree are eligible for the award of a Foundation Certificate. The award is made without classification.

For students who progress onto Year 1 of a specified undergraduate degree, marks obtained in the foundation year of the programme (Year 0) will not count towards the final degree classification.

More detail on the [calculation of the final classification](#) of undergraduate degrees is on our website.

Programme-specific rules and facts

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](#).