Programme overview

This degree introduces you to the key issues, themes and problems that have shaped anthropological thought. You'll be able to study all kinds of human society and culture, and will develop an understanding of the relevance of anthropology for understanding contemporary cultural issues.

We offer a fresher approach to the subject than the ‘traditional anthropology’ taught at other institutions.

We look at anthropology from a contemporary perspective, which means that what you learn in the classroom will be relevant in a variety of public domains, in Britain and elsewhere.

You'll have the opportunity to investigate anthropology in relation to politics, religion, knowledge, philosophy and psychology.

You'll explore links between theoretical issues and ethnographic studies, enabling you to think critically about your own culture and society.

Our graduates have gone on to work for the UN, World Bank, NGOs, law companies and CSR consultancies.

Programme entry requirements

The programme has been designed, both in content and in its procedures, to attract students of all ages and from all backgrounds. Underlying the admissions criteria is the ethos that the student body should be as mixed as possible, since this creates not only a supportive and stimulating environment for learning, but serves to benefit the general teaching and research environment of the department.

- Direct school leavers: applicants will normally have three A level passes in any subject (currently the usual entry grades are ABB in any combination, excluding General Studies) or EU/Oversees equivalent.
• Mature students/non-standard entry: applicants will normally have passed an accredited Access to University module from a UK institution in either anthropology, a related subject, or a general one in humanities or social sciences.
• Non-native English-speakers will normally have to satisfy the University of London requirements of IELTS (6.0).
• Given the diverse nature of students that the programme is designed to attract many applicants are also interviewed, where the following additional criteria are evaluated:
  • reasons for applying to do a degree in anthropology
  • 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
  • Sensitive and detailed interviews therefore can alter the usual criteria for entry on a case-by-case basis.

Aims of the programme

The overall purpose of the programme is to offer a challenging and contemporary syllabus, shaped by current research, which enables students to develop their critical capacity, become sensitive to the cultural context of all aspects of society, and gain an understanding of the main theoretical underpinnings of anthropological analysis. Individual modules contribute to attitudes of open-mindedness and flexibility, and an enhanced understanding of social life.

What you will be expected to achieve

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td>analyse contemporary anthropological approaches to studying and representing cultures, taking into account the historical development of the discipline from the Enlightenment (and even earlier precursors) through to more recent important paradigmatic shifts;</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>produce critical explications and analyses of the anthropological and ethnographic methodologies used, materials generated and theories developed with respect to in-depth study of a particular region;</td>
</tr>
<tr>
<td><strong>A3</strong></td>
<td>conduct in-depth analyses of the interplay of religion and the secular in the contemporary world; developing ethnographically-informed perspectives on the changing context of religious belief and practice under the conditions of globalization; identifying the mediated and material formation of religious movements and critically evaluating their connections with secularism, science, and the nation-state.</td>
</tr>
<tr>
<td><strong>A4</strong></td>
<td>elucidate the contemporary relevance of anthropological approaches to social change so as to consider political and economic issues in the context of ideas about ‘globalisation’, ‘cultural hybridity’ and ‘modernisation’</td>
</tr>
</tbody>
</table>
### Cognitive and Thinking Skills

| B1 | engage, in an informed and scholarly manner, in key debates within contemporary anthropology around a wide range of issues such as gender and sexuality, new reproductive technologies, ethnicity, racism, reflexivity, health and medicine, art, environmental issues, and contemporary media; |
| B2 | compare and contrast different theoretical perspectives on a wide range of anthropological issues and make reasoned and informed judgements about their relative strengths and weaknesses; |
| B3 | respond, in a sensitive and non-judgemental manner, to the detail and context for any general assumption in relation to complex anthropological issues; |
| B4 | form and present, under the close supervision of a member of staff, critical arguments related to a substantial and sustained individual anthropological project; |

### Subject Specific Skills and Professional Behaviours and Attitudes

| C1 | apply and appraise a diverse range of practical anthropological approaches to the study of cultures; |
| C2 | appraise anthropological perspectives on film, both for discipline-specific fieldwork and as a means of disseminating anthropology to a public audience; |
| C3 | produce detailed elucidation of the importance of current anthropological approaches to information technology; |

### Transferable Skills

| D1 | apply core research skills to an issue or project, including the collection and analysis of basic qualitative data and conduct bibliographic searches through sophisticated use of the internet and Library; |
| D2 | undertake a complex project within a team, whilst being mindful of group dynamics and reflecting on the productive nature of joint work; |
| D3 | work independently and take responsibly to manage one’s time and meet deadlines |
| D4 | express complex ideas clearly in both written and oral form; |
**D5** engage in critical thinking, whilst being non-judgemental and sensitive to alternative perspectives;  

**D6** confidently use computers both for complex internet searches and the application of a range of industry standard software packages;  

**D7** confidently apply referencing skills and appropriate academic apparatus, using consistent bibliographic and quotation style.

### How you will learn

Lectures. The core and option modules use lectures of varying duration to summarize key concepts and developments in relevant debates. Students are required to read at least one set reading, which will be a common reference point for the lecture. The lecture will enable students to self-assess their comprehension, develop critical perspectives on the reading, place the reading within broader debates and the historical development of the field. The lecture will, additionally, provide a modelling of the way to summarise and critically interrogate ethnographic examples and other kinds of data. Each lecture will have a more extensive reading list which students are encouraged to explore, necessarily so if they choose to write their assignment in this area.

Seminars. The core module and options modules employ seminars, of varying durations. Seminars provide students with practice in articulating their thoughts on complex theoretical texts and socio-cultural processes, and an opportunity to explore concepts in relation to examples and to test their ideas against and alongside others.

Film Screenings. Some optional modules are accompanied by film screenings and discussion groups.

Reading Groups. Some option modules are accompanied by a reading group. Close textual analysis of carefully chosen works will allow students to explore in greater depth a few key readings associated with the module and to further their collaborative learning.

Workshops. Some optional modules run student led workshops to further explore and develop ideas generated in seminars.

Consultation and feedback hours. Students are encouraged to visit lecturers outside class time to discuss ideas from the module and to plan essays.

Seminars and conferences within the Department of Anthropology as well as in other departments of the college, will complement and help enrich the students’ understanding and development of ideas.

The VLE. The virtual learning environment is used to give departmental guidance and regulations, access to academic and other articles and links to websites.

### How you will be assessed

Modules are assessed by a variety of methods appropriate to relevant learning outcomes, see below.

### Marking criteria

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
</tr>
</thead>
</table>

[Goldsmiths University of London logo]
| 80-100% | I: First (Exceptional) | Work that reflects an exceptional level of achievement of the appropriate learning outcomes.  
Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, an answer in this category demonstrates all of the qualities of a first class answer to an exceptional degree and represents a unique contribution to the field.  
Presentations:  
A Presentation in this category demonstrates all of the qualities of a first class presentation to an exceptional degree and represents a unique contribution to the field.  
Practice-based assessments (Audio and/or visual):  
Work in this category demonstrates all of the qualities of a first class piece to an exceptional degree and represents a unique contribution to the field. |
|---|---|---|
| 70-79% | I: First (Excellent) | Work that reflects an excellent level of achievement of the appropriate learning outcomes.  
Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, a First class answer in this category should be an excellent piece of work in all respects. It should indicate a mature and accurate grasp of the issue(s), and a broad understanding of the applicable module learning outcomes. The response should be very well structured and coherent, and written in a highly-developed academic style. It should be well argued, indicating a firm grasp of relevant theoretical perspectives and demonstrating excellent skills at marshalling the material evidence. It should contain creative and original thought. Referencing should be of a consistent and excellent standard, using a wide range of sources.  
Presentations:  
The presentation is clearly delivered and argued with an excellent range and depth of material. It puts forward a consistent and accessible argument, or arguments that are supported by highly relevant and convincing evidence or examples. It demonstrates excellent critical reflection on the subject matter and evidence of the student having developed their own particular creative perspective on the material. Any presentation aids used are handled effectively. The overall structure of the presentation is clear and accessible with an effective introduction, presentation of the main body of the argument, and a highly relevant conclusion or concluding comments. The presentation should be clearly articulated and confident.  
Practice-based assessments (Audio and/or visual):  
The work demonstrates original research and a rigorous |
conceptual understanding of the chosen field. The decisions made in the manipulation of the audio-visual material challenge conventional practice and make a significant contribution to the field of visual anthropology. Ambitious and excellent application of knowledge and wide ranging research, clear understanding of the chosen field and an excellent expression of ideas, a coherent argument and a distinctive critical reflection, and an imaginative and challenging interpretation of Visual Anthropology.

60-69%  iii: Upper Second (Very good)  Work that reflects a very good standard of achievement of the appropriate learning outcomes.

Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, an upper second class paper should be a very good piece of work. It should show evidence of understanding the relevant module learning outcomes, extensive reading, and awareness of different theoretical perspectives and should demonstrate a coherent argument. The essay should demonstrate the ability to develop the writer's own thoughts and argument. Referencing should be of a consistent and very good standard using a range of sources.

Presentations: The presentation is clearly delivered and covers a very good range and depth of material. It is argued in a coherent and accessible way, and the examples or evidence referred to are relevant. There is evidence of very good critical reflection, and of some ability to make creative connections. Any presentation aids are handled effectively and the overall structure is clear and coherent, with a well-defined introduction, presentation of the main body of the argument and a relevant conclusion or concluding comments. It is clearly articulated and delivered in a confident manner.

Practice-based assessments (Audio and/or visual): The work demonstrates evidence of very good critical reflection with confident manipulation of the chosen visual material. It is imaginative and indicates that a sustained project has emerged, with some attempt to challenge the conventional practices of the field of study; clear and coherent expression of ideas and a significant understanding of the chosen field, strong and effective critical reflection, and a strong degree of imagination.

50-59%  IIii: Lower Second (Good)  Work that reflects a good standard of achievement of the appropriate learning outcomes.

Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, a Lower Second Class mark is given to paper that is a good piece of work, showing that the student has
understood the issues raised by the question, and the relevant module learning outcomes. It should indicate that they have covered the basic recommended readings. There should be some coherence and substance to the argument, but such essays may be too descriptive or generalised, be lacking in a clear analysis, or indicate a lack of personal engagement with the issue at hand. Referencing should be of a consistent and good standard using an acceptable range of sources.

Presentations:
The presentation is clearly delivered but does not cover a convincing range of material, or does not cover material in depth. It is argued in a coherent and accessible way, but the examples or evidence referred to may not be directly relevant. There is evidence of the student having thought through the content in a critical way, but this may be more reliant on other sources rather than the students own creative perspective. Any presentation aids are handled effectively and the overall structure is be clear and coherent, although the concluding comments may lack relevance. It is clearly articulated and delivered in a confident manner.

Practice-based assessments (Audio and/or visual):
Work demonstrates a competent understanding, coupled with good overall ability. There is evidence of imagination and applied critical reflection with sound technical competence in the manipulation of the overall visual material that requires further sustained development; effective application of knowledge and the capacity to express ideas through discussion, some critical reflection and evidence of a clear understanding of the chosen field, and evidence of some imagination but little ambition to challenge conventional practice.

<table>
<thead>
<tr>
<th>40-49%</th>
<th>III: Third (Pass)</th>
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</table>

Work that reflects a threshold standard of achievement of the appropriate learning outcomes.

Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, a Third Class paper indicates some grasp of factual material but may lack coherence, be too descriptive and show a limited understanding of the module learning outcomes, uses of evidence, or range of materials. Referencing is of an adequate standard, using a limited range of sources.

Presentations:
The presentation does not cover a suitable range of material or presents material that does not seem directly relevant to the overall argument. The material is not presented in a productive way and not in enough depth. The arguments presented still show some critical thought but are entirely taken from external sources and there is little evidence of the student’s own perspective or ability to make creative
connections. It represents a summary of a series of external sources rather than the student’s own creative view of the material. The sources presented are coherently argued and presented within an overall structure that is clear and accessible. Presentation aids are somewhat effective and the delivery of the presentation lacks clarity.

Practice-based assessments (Audio and/or visual): Work demonstrates a limited understanding of the field of study. The work demonstrates some manipulation of the chosen visual material indicating an unimaginative response to the practice. Little critical reflection, little coherence and lacks an overall argument, and little evidence of imagination and no ambition to challenge conventional practice.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>25-39%</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, a Fail indicates little knowledge of the subject matter, and a failure to answer the question or to address the module learning outcomes. What is written may be irrelevant or incoherent. Referencing is of a poor standard, within a limited range of sources.

Presentations: This is a presentation that does not cover enough relevant material and presents the material in only a cursory way. The arguments presented show little critical thought and are entirely drawn from external sources with little evidence of the student’s own critical or creative thought. The sources presented have little relevance to the argument and there is little attempt to establish links between them. The overall structure is disjointed and lacks coherence. It lacks a meaningful conclusion or concluding remarks and is presented in an incoherent and chaotic manner.

Practice-based assessments (Audio and/or visual): The work shows scant attention to the critical and practical demands of the practice with no apparent judgement in the manipulation of the visual material. Little evidence of any understanding of the chosen field, no imagination or critical ability, an incoherent expression of ideas, and no evidence of any critical reflection that would allow the student to challenge conventional practice. The module must be re-taken.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-24%</td>
<td>Bad fail</td>
</tr>
</tbody>
</table>

Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, a Bad Fail mark indicates very little knowledge of the subject matter, and a failure to answer the question or
to address the module learning outcomes. The answer is irrelevant or incoherent. There may be little attempt at referencing and limited use of sources.

Presentations:
This is a presentation that covers little or no relevant material and makes no attempt to link the material with the overall argument. The arguments presented show no evidence of critical thought and are entirely drawn from external sources with no evidence of the student's own critical or creative thought. The sources presented are inappropriate and there is no attempt to establish links between them. The overall structure is disjointed and lacks coherence. It lacks a conclusion or concluding remarks and is presented in an incoherent and chaotic manner.

Practice-based assessments (Audio and/or visual):
The work shows no attempt to address the practical demands of the practice and demonstrates no judgement or exercise of critical reflection. No evidence of any understanding of the chosen field, no imagination or critical ability, an incoherent expression of ideas, a complete lack of critical reflection that would allow the student to identify conventional practice. The module must be re-taken.

<table>
<thead>
<tr>
<th>%</th>
<th>Description</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9%</td>
<td>Very bad fail</td>
<td>Work that does not even attempt to address the specified learning outcomes. Work shall be deemed a non-valid attempt and must be re-taken.</td>
</tr>
<tr>
<td>0%</td>
<td>Non submission or plagiarised</td>
<td>A categorical mark representing either the failure to submit an assessment or a mark assigned for plagiarised assessment.</td>
</tr>
</tbody>
</table>

How the programme is structured
The programme structure is shown in the tables below.
### Module Title and Details

<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>Ethnography of a Selected Region 1 (the Department of Anthropology will offer one region, which may vary from year to year)</td>
<td>Various</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Social Anthropology</td>
<td>AN51001A</td>
<td>30</td>
<td>4</td>
<td>Compulsory</td>
<td>1-2</td>
</tr>
<tr>
<td>Anthropological Methods</td>
<td>AN51003A</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Title</th>
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<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnographic Film</td>
<td>AN51004A</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
</tr>
<tr>
<td>Anthropological Ideas</td>
<td>AN51017A</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>2</td>
</tr>
<tr>
<td>Anthropology Today</td>
<td>AN51015A</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
</tr>
<tr>
<td>Anthropology in London</td>
<td>AN51016A</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>2</td>
</tr>
</tbody>
</table>

<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>Anthropology and the Visual 1</td>
<td>AN52008B</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
</tr>
<tr>
<td>Anthropology of Religion</td>
<td>AN52009A</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>1</td>
</tr>
<tr>
<td>Politics, Economics and Social Change</td>
<td>AN52004B</td>
<td>30</td>
<td>5</td>
<td>Compulsory</td>
<td>1-2</td>
</tr>
<tr>
<td>General Principles of Social Anthropology</td>
<td>AN52005B</td>
<td>30</td>
<td>5</td>
<td>Compulsory</td>
<td>1-2</td>
</tr>
<tr>
<td>30 CATS from Ethnography of a Selected Region 2 modules (from a list of two regional options per year provided by the Department of Anthropology)</td>
<td>Various</td>
<td>30</td>
<td>5</td>
<td>Compulsory</td>
<td>1</td>
</tr>
</tbody>
</table>

<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>EITHER: Individual Project</td>
<td>AN53006A</td>
<td>30</td>
<td>6</td>
<td>Compulsory</td>
<td>2-3</td>
</tr>
<tr>
<td>OR: Extended individual Project</td>
<td>AN53031A</td>
<td>45</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
</tr>
<tr>
<td>PLUS: Modules to the value of 75-90 credits from a list of approved options available annually from the Anthropology Department.</td>
<td></td>
<td>75-90</td>
<td>6</td>
<td>Optional</td>
<td>1-2</td>
</tr>
</tbody>
</table>

### Academic Support

The Department recognises the importance of supporting students’ learning with high quality teaching that is responsive to their individual and collective needs. The programme has been designed to be as accessible as possible to all students.

Programme and module information, a student handbook, as well as timetable details are sent to students...
in advance of the beginning of term. Specific information will be available on the VLE, at both a departmental level and through the VLE resources dedicated to this programme. Students are also expected to attend special induction meetings prior to the commencement of teaching, when they are offered further guidance regarding timetables and enrolment procedures.

A variety of library resources and arrangements enhance learning. There is a collection of journals and substantial and up-to-date texts in the College library. Heavily used texts are placed on reference and short-loan. Students are also encouraged to take advantage of the excellent library resources available through the University of London.

The College provides counselling and student support services (e.g. English for overseas students, dyslexia). For students whose first language is not English, writing support is provided through the College.

If students encounter difficulties at any time with their studies, the course convenor and other course tutors can provide additional academic support whilst the Senior Tutor and Deputy Senior Tutor are available by appointment to discuss welfare-centred issues. The Department is taking advantage of and pursuing the College's Disability Awareness policies. Students with specific needs in this regard are considered on an individual basis. The programme makes strenuous efforts to ensure that its teaching spaces are wheelchair accessible. Other specific needs are considered and taken up on an individual basis. The College also actively supports students with specific learning difficulties (e.g. dyslexia), and provisions are made to ensure that all students, regardless of specific difficulty/disability, derive full benefit from the learning environment.

**Links with employers, placement opportunities and career prospects**

Our programmes aim to equip you with a range of specialist and transferable skills. As part of your studies, seminars and course work, you’ll develop skills in:

- Communication (including public speaking, developing and presenting an argument, note taking, report writing)
- Analytical thinking
- Awareness of social, political and cultural processes
- Awareness of social and cultural difference
- ‘Outside the box’ thinking

These skills provide a good foundation for a number of career paths.

There are a variety of careers open to anthropology graduates, particularly in areas in which an understanding of human behaviour and social organization is required. Graduates have gone on to work in social and community work, overseas development, counselling, personnel management, the media, and aspects of healthcare, as well as research and teaching.

**The requirements of a Goldsmiths degree**

Undergraduate degrees:

Undergraduate degrees have a total value of 360 credits. They 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. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications.

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

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
“Core” – which must be taken as part of the degree and passed with a mark of at least 40%.

Progression:
Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students normally must pass new modules to a minimum value of 45 credits before proceeding to the next year.
In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree:
In order to graduate with a classified degree, students must successfully complete modules to the value of 360 credits. However if a module which has not be defined as “core” has been failed with a mark of 35-39% and all three permitted attempts have been used, this module may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above. No more than 60 credits may be compensated this way across a programme and no more than 30 at any one level.

Classification:
Final degree classification will be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively Degrees are awarded with the following classifications:
First Class – 70%+
Upper Second – 60-69%
Lower Second – 50-59%
Third – 40-49%
Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree.

Intermediate Exit Points:
Some programmes incorporate intermediate exit points of Certificate of Higher Education and Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 (120 of which at level5) credits respectively. The awards are made without classification.

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

Part-time students may take the programme over 4-6 years, studying between 60-90 credits per year.
Modules may be taken in any order with the exception of AN51001A Introduction to Social Anthropology, which must be taken in the first year.

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/).