Programme Specification
Undergraduate Programmes

<table>
<thead>
<tr>
<th>Awarding Body/Institution</th>
<th>University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>Goldsmiths, University of London</td>
</tr>
<tr>
<td>Name of Final Award and Programme Title</td>
<td>BA (Hons) History</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td>Foundation Certificate in History</td>
</tr>
<tr>
<td>Duration of Study/Period of Registration</td>
<td>1 year (Foundation) + 3 years (undergraduate degree)</td>
</tr>
<tr>
<td>UCAS Code(s)</td>
<td>V100</td>
</tr>
<tr>
<td>QAA Benchmark Group</td>
<td>History</td>
</tr>
<tr>
<td>FHEQ Level of Award</td>
<td>Level 3</td>
</tr>
<tr>
<td>Programme Accredited by</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Date Programme Specification last updated/approved</td>
<td>January 2017</td>
</tr>
<tr>
<td>Primary Department/Institute</td>
<td>History</td>
</tr>
</tbody>
</table>

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

Programme overview

This programme is designed to provide a route into higher education for those with an interrupted education, or those who wish to return to study after a period of work, caring responsibilities or other activities. It would also suit those who have faced particularly challenging circumstances in their education which have left them without the formal entry requirements for higher education.

Why study the Integrated Degree in History at Goldsmiths?

- Success in ‘Year 0’ entitles students to automatic progression onto BA (Hons) in History (students can also at that stage apply internally for a transfer into our joint honours History degree)
- We offer something different and exciting – we use innovative, interdisciplinary approaches to the subject, and encourage students to explore issues, controversies and themes rather than chronological periods
- Students work with staff who are enthusiastic researchers, excellent teachers, and international leaders in their field
- Students who have taken this route have graduating successfully and some have proceeded onto postgraduate study
- History at Goldsmiths achieved scores of 93% for ‘teaching’ and 90% for ‘overall satisfaction’ in the 2016 National Student Survey (NSS)

Programme entry requirements

Candidates must normally be 18 years of age by the 30th September in the year of entry to the programme.

Selection is generally undertaken by interview in person, although interviews may be conducted via telephone or Skype in some circumstances (particularly during clearing).

There are no formal qualifications required for admission, but applicants need to demonstrate that they will benefit from the programme and that they meet the necessary language requirements. Applicants
should also demonstrate a keen and informed interest in history and studying the past as well as an awareness of what it means to study history and why the study of history matters. These are all issues that would be explored in the interview.

Applicants are also asked to supply a recent example of their written work. Generally, this is around 1000-1500 words, written within the last two years and which demonstrates the applicant’s ability to think critically and analytically about a topic (and preferably a historical topic). If the applicant does not have any recent written work they would be asked to prepare something for the interview, for example, a critical review of a book or film they have recently read or seen.

Written submissions are assessed in relation to the levels of written literacy expected of a student at this level and in relation to the degree of development required to reach the levels of written literacy required in year one.

Aims of the programme

This programme is level 0 of an integrated degree programme leading finally to a full BA. It should be read in conjunction with the programme specification of the BA (Hons) History which contains 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 completion of the degree. These outcomes are not repeated in this documentation.

The aims of the programme are informed by the College’s commitment to widening participation. The programme aims to:

- introduce you to the scope and complexity of the study of History
- provide you with a knowledge of theoretical approaches to History
- develop skills relevant to pursuing further academic study in the study of History
- 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

Students who successfully complete this foundation year programme will be able to

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong> Demonstrate some knowledge and understanding of approaches to the reading and analysis of historical source material from a range of time periods</td>
<td>All modules</td>
</tr>
<tr>
<td><strong>A2</strong> Demonstrate some knowledge and understanding of different concepts and methods employed in the study of History and awareness of the terminology for those concepts and methods</td>
<td>All modules</td>
</tr>
<tr>
<td><strong>A3</strong> Demonstrate knowledge and understanding of contemporary historiography and developments in the critical study of the past</td>
<td>All modules</td>
</tr>
</tbody>
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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><strong>B1</strong> Assess and critically engage with historical source material and develop basic hypotheses and arguments</td>
<td>All modules</td>
</tr>
</tbody>
</table>
### Subject Specific Skills and Professional Behaviours and Attitudes

<table>
<thead>
<tr>
<th>Subject</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B2</strong></td>
<td>Employ ideas and evidence in relation to hypotheses and arguments</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>Illustrate and substantiate points of view through the use of evidence</td>
</tr>
<tr>
<td><strong>B4</strong></td>
<td>Account for and assess change and continuity in relation to history</td>
</tr>
</tbody>
</table>

### Transferable Skills

<table>
<thead>
<tr>
<th>Transferable Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D1</strong></td>
<td>Effectively communicate information, arguments, ideas and analyses in a variety of forms, including hard-copy and online publishing platforms</td>
</tr>
<tr>
<td><strong>D2</strong></td>
<td>Produce logical and structured narratives and arguments supported by relevant evidence</td>
</tr>
<tr>
<td><strong>D3</strong></td>
<td>Listen effectively, be open and receptive to new things and ideas, and participate constructively in discussions</td>
</tr>
<tr>
<td><strong>D4</strong></td>
<td>Understand aspects of the culture of more than one geographical region and/or chronological period</td>
</tr>
</tbody>
</table>

### How you will learn

**KNOWLEDGE AND UNDERSTANDING**

Subject-content knowledge is developed through direct teaching, with regular preparatory tasks set to enable students to place their own learning experiences in context. The sessions are organised so as to mix lecture-style input with opportunities for pair and whole class discussion. The format of the input sessions will vary. They may include lectures (e.g. PowerPoint presentations) and sessions involving group tasks and discussions. Sessions are supplemented by additional reading texts and notes which are available to students via each module VLE area and a comprehensive indicative reading list is supplied for all modules.

Students also attend weekly study skills sessions which are designed to provide tuition and guidance on a range of academic skills applicable to foundation year and year one. These include, time management, essay planning and writing, footnoting and referencing, critical thinking, digital literacy, group working and research skills. These sessions are supplemented by a specially designated Integrated Degree Study Skills VLE area containing relevant resources and advice to aid students in their study.

**COGNITIVE AND THINKING SKILLS**

The approaches and theories put forward throughout the programme will reflect a range of attitudes and opinions. You will be expected to engage with them and weigh them critically in the light of your own learning and your own reading and reflection. You will be expected to respond critically to the ideas put...
forward, not least by your peers.

SUBJECT SPECIFIC SKILLS
Subject-specific skills are developed through direct teaching, with regular preparatory tasks set to enable students to place their own learning experiences in context.

TRANSFERABLE SKILLS
The development of transferable skills is encouraged by full participation in the programme sessions, and in the work required for the written assignments. Where necessary, support is given with academic written English, or any presentation skills required.

How you will be assessed

All learning skills, and particularly cognitive and thinking skills, will be assessed across a range of activities that include a combination of summative coursework (including essays, blogs, group blogs and examinations) totalling not more than 4000 words for 30 credit module and 2000 words for a 15 credit module.

In line with the standard undergraduate criteria as recommended by the College, the following marking criteria will apply:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
</tr>
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</table>
| 80-100% | Outstanding/Exceptional | • high level research skills, using wide range of primary and secondary material and sound methodology  
• Independent, well-structured and sustained argument  
• excellent understanding of context and historiography  
• excellent referencing and bibliographical skills |
| 70-79% | Very Good | • Confident, well-structured argument  
• Strong research skills and awareness of methodology  
• Good understanding of historical and historiographical context  
• excellent grasp of a range of primary and secondary material  
• excellent referencing and bibliographical skills |
| 60-69% | Good | • Good research  
• Clear well-constructed argument  
• Understanding of most relevant secondary and some primary material  
• Awareness of historiographical context  
• Good referencing |
| 50-59% | Pass | • Satisfactory level of research and awareness of primary sources and historiographical context  
• Satisfactory attempt at analysis  
• Fair expression and reasoned argument  
• Satisfactory organisation and referencing |
| 31-49% | Fail | • Fair attempt to meet requirements of the assessment  
• Evidence of some research and a fair understanding of the material  
• Few weaknesses in understanding and expression and a fair understanding of context  
• Some weaknesses in referencing  
• Inadequate research |
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 16-30%     | Bad fail | • Substantial irrelevant material  
• Significant weaknesses in understanding and expression  
• Major weaknesses in referencing |
| 1-15%      | Very bad fail | • Little research  
• Inability to formulate argument  
• Large amounts of irrelevant material  
• Major failures in understanding  
• Significant failures in expression, organisation and referencing |
| 0%         | Non submission or plagiarised | • No attempt at research  
• Inability to formulate argument  
• Extremely limited understanding of all aspects  
• Very serious weaknesses in expression, organisation, referencing |

How the programme is structured

In order to progress automatically to the second year of the programme (Level 4) students must:

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

The foundation year of the integrated degree is composed of six assessed modules and a compulsory non-assessed study skills module.

Assessed module 1: Learning to be a Historian
The purpose of this module is to introduce students to the concepts, methods, techniques, sources and approaches employed by historians in their pursuit of history. Students will be introduced to key core ideas and asked to consider and analyse basic tenets of historical thought and practice. The module is intended to provide grounding in the methodologies and practices employed by historians and to equip students with the necessary skills and tools to understand and investigate how and why history is undertaken and the implications of undertaking it in different ways at different times.

Assessed module 2: Empires, nations and lines on the map: postcolonial perspectives on world history
This module provides a basic introduction to the principles of post-colonial history, by looking at how political geography and lines on maps were imposed on the world by the European empires. These lines on maps have dominated political history in the western academy, but post-colonial history asks whether other units of analysis might make more sense, particularly from the perspectives of the global South. Two case studies trace how Britain and other European powers defined geographical spaces as political units, and why these definitions were adopted as national identities by local people in their struggles against those powers. It then considers what a ‘post-colonial’ identity might mean and how it might change the way we study history.

Assessed module 3: The Battle for the Ballot
This module will examine the ‘battle for the ballot’, from the English Civil War through to the 1948 Representation of the People Act. The module will engage students with the development of ‘ideas worth fighting for’ and will provide an overview of how political representation in Britain was increasingly secured for the masses within the broader historical context of widening democracy and participation. The module will examine key moments in this history, including the Industrial Revolution, the New Poor Law, the Reform Acts, the founding of different political parties and ideologies, and the growth and development of the women’s rights movement.

Assessed module 4: London 1400-1650: A city in transition
This module will explore the social, economic, political and geographical development of London.
between 1400 and 1650. Emphasis will be placed on assessing the extent of continuity and change across the entire period focusing on the Reformation, immigration and the emergence of London as a worldwide trading centre. How these issues impacted on municipal government and the lives of Londoners will be explored through the reading of contemporary sources including court rolls, taxation records, maps, diaries and chronicles of the period. Students will be expected to undertake a detailed study of a London ward based on primary material and will gain spatial awareness of the physical landscape of Early Modern London on a guided walk.

Assessed module 5: From local to global: identity and cultural history
The module will focus on various elements in south London culture and trace their deeper global historical roots: these elements could include rap music, curry, hijab wearing, tattoos, Pentecostalism, and Rastafarianism. In focusing on local culture, the module will illustrate how cultural history connects the local to the global. Using these focused case studies, it will introduce students to easily-recognised examples of how history is about change, and the reasons for change. The module will illustrate how historians ask particular types of questions about culture: not just ‘where does it come from?’, but ‘how has it changed?’ and ‘why did this cultural form cross the world and adapt in particular ways, when others didn’t?’ The case studies will start by looking at root cultures, and then tracing how and why elements of those cultures were transformed into something else. Linking these cultural forms to the construction of identity, it will ask when and why they have become part of life in south London.

Assessed module 6: An Everyday History of Modern Britain, 1800-1950
This module will introduce students to the techniques and methodologies of social and cultural history and, in particular, will focus upon how and why studying the everyday lives and activities of otherwise ordinary people is worthwhile and relevant to historical enquiry and analysis. Students will be equipped with the theoretical and practical knowledge to allow them to access a range of primary and secondary sources and resources relevant for the study of everyday life in modern Britain (broadly defined, in this case, as 1800-1950). The module will cover a broad range of topics, but the focus will always be on uncovering and exploring, as closely as possible, the everyday lived experiences of the mass of people rather than the more ‘traditional’ historical approaches which tend to focus more on the great actions of notable people.

Non-assessed module: Study Skills for Historians
This module provides a comprehensive range of academic study skills training in areas such as library and resources orientation, effective reading, note taking, essay structuring and planning, critical thinking, vocabulary development, research and exam techniques, WordPress blogging and website assessment.

### 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>Learning to be an Historian</td>
<td>TBC</td>
<td>15</td>
<td>3</td>
<td>Core</td>
<td>1</td>
</tr>
<tr>
<td>Empires, nations and lines on the map: postcolonial perspectives on world history</td>
<td>TBC</td>
<td>15</td>
<td>3</td>
<td>Core</td>
<td>1</td>
</tr>
<tr>
<td>The Battle for the Ballot</td>
<td>TBC</td>
<td>30</td>
<td>3</td>
<td>Core</td>
<td>1</td>
</tr>
<tr>
<td>London 1400-1650: A city in transition</td>
<td>TBC</td>
<td>15</td>
<td>3</td>
<td>Core</td>
<td>2</td>
</tr>
<tr>
<td>From local to global: identity and cultural history</td>
<td>TBC</td>
<td>15</td>
<td>3</td>
<td>Core</td>
<td>2</td>
</tr>
<tr>
<td>An Everyday History of Modern Britain, 1800-1950</td>
<td>TBC</td>
<td>30</td>
<td>3</td>
<td>Core</td>
<td>2</td>
</tr>
<tr>
<td>Study Skills for Historians</td>
<td>N/A</td>
<td>N/A</td>
<td>3</td>
<td>Core</td>
<td>1-2</td>
</tr>
</tbody>
</table>

### Academic support
Goldsmiths is committed to equality of opportunity and access, and to ensuring that students are not disadvantaged because of specific learning difficulties or disability. The programme is designed to be as accessible as possible to all students.

Support for learning is provided in a wide range of ways beginning with summer ‘handshake’ mailings, induction meetings, and invitations to attend pre-induction events. Subject-specific support is provided through lectures, seminars and feedback on coursework activities which is delivered via the VLE and in person during seminars and scheduled one to one feedback and consultation times. Core readings are scanned and provided on each module VLE and the non-assessed study skills module delivers tuition designed to improve core academic skills. Structures of support in place for students throughout their programme include: peer mentoring through the Peer Assisted Learning scheme (PALS), the department’s Personal Tutor system, attendance monitoring, and referrals to the Senior Tutor when necessary.

Advance information, including timetables and lists of preliminary reading, is made available online and mailed to students during the summer vacation. This support is consolidated at pre-induction events held prior to the start of the academic year and induction meetings held in the first week of term. Students in all cohorts are encouraged to meet with their personal tutor. For integrated degree students these meetings provide a further introduction to this degree, and directed learning support. For continuing students, such appointments may include the discussion of academic performance from the previous year. The peer mentoring scheme (PALS) is also able to provide additional academic support.

Lectures provide concise overviews of coursework themes, which students are encouraged to complement with reading for presentation and discussion with peers during seminars. Coursework activities build on lectures and seminars, and coursework feedback forms provide in-depth comments on assessed work. Weekly feedback and consultation times offer students additional opportunities to consult staff in the capacity of both personal tutors and module tutors. The Integrated Degree Study Skills module works in parallel with the other foundation level modules to provide students with a broad training in a range of study skills pertinent to undergraduate level and relating particularly to the study of history and the arts and humanities at Goldsmiths.

Individual and group Personal Tutor meetings are scheduled at specific points throughout the academic year. Individual meetings review progress by discussing coursework marks and feedback for all modules, ensuring regular monitoring of individual students’ learning. They also provide an indication of areas for strengthening during the coming year. Group meetings are scheduled at the beginning of the autumn term as part of orientation, and in the spring term with the more specific purposes of advising students on module selection, personal development and careers advice where appropriate.

Student progress is also reviewed via a robust departmental attendance monitoring procedure which enables us to identify and therefore address issues promptly. Students with serious issues are initially referred to the departmental Senior Tutor and, beyond that, the department employs the college’s supportive ‘fitness to study’ procedure to assess the support required. Standards of instruction and level of learning-support are regularly reviewed at the Departmental Learning and Teaching Committee.

A variety of library resources and arrangements further enhance learning. Heavily used texts are placed on reference and short loan. The required weekly readings are uploaded on each module VLE and provide further support for compulsory and option modules. In addition to College and Departmental resources, students are encouraged to make use of the excellent library and online collections in other University of London libraries.

Links with employers, placement opportunities and career prospects
The programme is intended to lead directly into Level 4 / Year 1 of the BA in History or one of the joint honours History degrees. Students who progress to year-one level develop critical and analytical skills, the ability to express ideas clearly and the expertise in gathering insights from a range of subjects. Historical research enables students to gather and select from a range of materials – literary and visual. It teaches students to write with imagination and clarity. All these are skills which employers greatly value.

The 15 credit History at Work module is an exciting and innovative initiative which offers a number of second and third year students taking History BA single and joint honours programmes the opportunity to apply their academic skills within the workplace. Students test out their career ideas, develop transferable skills and increase their employability by spending one day a week over one term undertaking a project within a museum, gallery, archive or library; places which collect, process and present the 'raw material' of history. Partner organisations may include, the Wellcome Library, the Royal Pharmaceutical Society, The Cinema Museum and the Museum of London at Docklands. The project could involve archiving, conservation, building an exhibition, or developing a public engagement project. BA students are be invited to apply for places on the programme in the autumn or spring term of their second or third year of study (third or fourth year of study for integrated degree students).

Former students have forged careers in journalism and the media, museums and galleries, the Civil Service, teaching and research, law and the commercial world, but the skills learned are also applicable to many more industries and roles.

The requirements of a Goldsmiths degree

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

Progression and award of the Foundation Certificate

In order to progress automatically to the second year of the programme (Level 4) students must:

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

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

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

Students who pass all assessments and achieve an average mark of at least 50% may exit the programme with the award of the Foundation Certificate in History.

The Certificate is awarded without grade by the Council of Goldsmiths College: its decision is final.

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/).

At an individual level (and in addition to the examining system), the quality of student learning is evaluated and improved through coursework, coursework feedback and tutorials. In addition, student learning is evaluated by students via online module evaluation forms which are linked to each module VLE. The students are asked to complete these just after reading week in each teaching term (this means that 2 evaluations are done for 30 credit modules). These evaluations provide both qualitative and quantitative feedback on student preparation and participation as well as on lectures, seminars, reading lists, learning resources, coursework, and coursework feedback. The earlier survey for 30 credit modules is especially useful in highlighting issues of concern relatively early in the academic year, so that appropriate responses could be made in a timely fashion. The results of these evaluations are formally discussed with staff at Learning and Teaching Committee meetings, and suggestions for improvement are considered and followed through.

The overall degree programme for student learning is formally monitored at minuted staff / student fora meetings, held in the Autumn and Spring terms, including student representatives from each cohort and relevant staff. The Department has two Undergraduate Departmental Student Coordinators (DSCs) who are appointed in conjunction with the Students’ Union. The DSCs actively try to solicit feedback from students through informal and formal mechanisms, such as via batch emails and announcements in class, as well as informal conversations and group discussions. DSCs communicate actively and regularly throughout the year with the Department (Head of Department, Department Business Manager, UG Coordinator) and issues can be raised at any point during the year.

The results of the annual National Student Survey (NSS) of year 3 students are considered by the Learning and Teaching Committee as well as by the Department Management Team, through which specific recommendations to address identified areas of concern arising from the NSS surveys are discussed and implemented.

Students are also encouraged through our personal tutorial system to bring their concerns to DSC reps and to use the course evaluation forms to respond to module-specific concerns. Students’ own assessment of the quality of their own work is encouraged through self-evaluation templates submitted with each piece of assessed written coursework.

Apart from the membership of UG/PG fora, DSCs also sit on the Departmental Learning and Teaching Committee and the Departmental Board.