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) Anthropology and Sociology</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td>Certificate of Higher Education in Anthropology and Sociology; Diploma of Higher Education in Anthropology and Sociology</td>
</tr>
<tr>
<td>Duration of Study/Period of Registration</td>
<td>3 years full-time</td>
</tr>
<tr>
<td>UCAS Code(s)</td>
<td>LL36</td>
</tr>
<tr>
<td>QAA Benchmark Group</td>
<td>Anthropology &amp; Sociology</td>
</tr>
<tr>
<td>FHEQ Level of Award</td>
<td>Level 6</td>
</tr>
<tr>
<td>Programme Accredited by</td>
<td>N/A</td>
</tr>
<tr>
<td>Date Programme Specification last updated/approved</td>
<td>September 2017</td>
</tr>
<tr>
<td>Primary Department/Institute</td>
<td>Anthropology</td>
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</tbody>
</table>

Departments which will also be involved in teaching part of the programme
Sociology

Programme overview

The BA (Hons) Anthropology and Sociology degree programme aims to give you a challenging and flexible module of study over three years that stimulates your independent thinking and curiosity in a wide range of areas in anthropology and sociology. Anthropology and sociology are both concerned with human behaviour in its social context. Anthropology has concentrated on cultural difference and non-Western societies, whereas sociology has focused on industrial societies. While they maintain distinctive approaches, the disciplines have started to converge, and this joint honours degree gives you a comprehensive grounding in both subjects, developing an understanding of their shared tradition and examining differences in perspective. The programme is taught in the Departments of Anthropology and Sociology. By exploring the links between your two disciplines you will gain an appreciation of the dynamic relationships of these two disciplines to each other, and how they provide interesting, refreshing and challenging ways of understanding the social world.

Programme entry requirements

The programme is particularly suitable for applicants who will enjoy the academic inter-relationship between two disciplines and the creative rigour of theoretical and practical studies in anthropology and sociology.

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). A-level: BBB BTEC: DDM
IB: 33 Points, HL655
Access: 60 credits overall with 30 distinctions and distinctions/merits in related subject.

**Aims of the programme**

The programme aims to enable you to:
Engage with a range of practical and theoretical tools that can be used to understand human behaviour in its social context.

Develop your abilities in critical thinking by learning about and applying the socio-cultural theories used across the two disciplines of anthropology and sociology

Develop knowledge and understanding of the variety of human social and cultural forms and processes, including religions and moralities, as well as political and economic institutions and ideas, in different geographical areas and across time.

Develop a range of practical skills and confidence in analysis, evaluation, argument and debate, critical reading and writing.

Appreciate the importance of establishing the detail and context for any general assumption

Compare theoretical ideas and make reasoned judgements about their strengths and weaknesses, thinking critically while being sensitive to alternative perspectives.

**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>A1</td>
<td>show an informed understanding in the analysis of social structures and institutions, social relations and forms of social stratification and power in modern societies;</td>
</tr>
<tr>
<td>A2</td>
<td>demonstrate an informed understanding of classical and contemporary perspectives on the relation between power and social organisation</td>
</tr>
<tr>
<td>A3</td>
<td>display a basic appreciation of basic anthropological concepts and main theoretical schools of anthropology;</td>
</tr>
<tr>
<td>A4</td>
<td>demonstrate an awareness of the role of ethnography in the anthropological documentation and analysis of a particular society and culture;</td>
</tr>
<tr>
<td>A5</td>
<td>evaluate and interpret the history of anthropological theory;</td>
</tr>
<tr>
<td>A6</td>
<td>demonstrate a basic appreciation of changes in anthropological methodological practice over the last century;</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</td>
<td>communicate key sociological and anthropological concepts effectively in a coherent written and verbal form;</td>
</tr>
<tr>
<td></td>
<td>requirements</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>B2</td>
<td>confidently develop independent thinking and clear self-expression and be able to make reliable evaluations in accordance with fundamental sociological and anthropological theories and concepts;</td>
</tr>
<tr>
<td>B3</td>
<td>communicate key anthropological concepts and theories effectively in a coherent written and verbal form;</td>
</tr>
<tr>
<td>B4</td>
<td>develop the ability to make sociologically-informed judgements about the theoretical and methodological approaches, concepts and debates learned</td>
</tr>
<tr>
<td>B5</td>
<td>apply original, critical and sociologically-informed approaches to an empirical or theoretical problem or issue</td>
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</table>

### Subject Specific Skills and Professional Behaviours and Attitudes

<table>
<thead>
<tr>
<th></th>
<th>requirements</th>
<th>taught by the following modules</th>
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</thead>
<tbody>
<tr>
<td>C1</td>
<td>attain a basic ability to use a range of methodological skills relevant to the investigation of anthropological questions;</td>
<td>AN51001A Introduction to Social Anthropology, AN52001A Methodological and Philosophical Issues in Sociology and Anthropology.</td>
</tr>
<tr>
<td>C2</td>
<td>demonstrate some awareness of how ethical issues impinge on anthropological research;</td>
<td>All Anthropology modules</td>
</tr>
<tr>
<td>C3</td>
<td>engage with major thinkers, debates and intellectual paradigms within Sociology</td>
<td>All Sociology modules</td>
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</table>

### Transferable Skills

<table>
<thead>
<tr>
<th></th>
<th>requirements</th>
<th>taught by the following modules</th>
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</thead>
<tbody>
<tr>
<td>D1</td>
<td>effectively employ oral, written and visual presentation skills;</td>
<td>All modules</td>
</tr>
<tr>
<td>D2</td>
<td>formulate and solve intellectual problems;</td>
<td>All modules</td>
</tr>
<tr>
<td>D3</td>
<td>work effectively as an individual and as a member of a group;</td>
<td>All modules</td>
</tr>
<tr>
<td>D4</td>
<td>use sociological and anthropological knowledge to critically reflect upon ‘common sense’ assumptions of everyday social life;</td>
<td>All modules</td>
</tr>
<tr>
<td>D5</td>
<td>effectively locate, retrieve and synthesize information;</td>
<td>All modules</td>
</tr>
<tr>
<td>D6</td>
<td>use literacy in the use and application of information technologies;</td>
<td>All modules</td>
</tr>
<tr>
<td>D7</td>
<td>employ initiative and work autonomously towards a designated scheduled target</td>
<td>All modules</td>
</tr>
<tr>
<td>D8</td>
<td>engage effectively in further training and the development of new skills within an institutional environment;</td>
<td>All modules</td>
</tr>
<tr>
<td>D9</td>
<td>demonstrate social skills in collaborative team working;</td>
<td>All modules</td>
</tr>
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</table>

Students who successfully complete the second year of the programme and choose to leave with a **Diploma of Higher Education in Anthropology and Sociology** will be able to:
<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td>demonstrate acquired knowledge and critical understanding of well-established concepts and their relevance to Sociology;</td>
</tr>
<tr>
<td>A2</td>
<td>demonstrate knowledge of a wide range of well-established anthropological thinkers and the ways in which their conceptual ideas have developed;</td>
</tr>
<tr>
<td>A3</td>
<td>evaluate and be able to reliably challenge basic issues of analytic methods within anthropology and sociology</td>
</tr>
<tr>
<td>A4</td>
<td>demonstrate acquired knowledge of contemporary social and cultural approaches to the study of religion morals and symbolism;</td>
</tr>
<tr>
<td>A5</td>
<td>demonstrate critically reflective knowledge of the way in which well-established sociological approaches have developed;</td>
</tr>
<tr>
<td>A6</td>
<td>demonstrate critically reflective knowledge of the way in which well-established anthropological approaches have developed;</td>
</tr>
<tr>
<td>A7</td>
<td>demonstrate an introductory critical appreciation of sociological issues from a local and global perspective;</td>
</tr>
<tr>
<td>A8</td>
<td>demonstrate an informed and critical understanding of the analysis of social structures and institutions, social relations and forms of social stratification and power in modern societies;</td>
</tr>
<tr>
<td>A9</td>
<td>demonstrate an informed and critical understanding of social divisions within societies;</td>
</tr>
<tr>
<td>A10</td>
<td>show an informed and critical appreciation of key political and philosophical thinkers that have influenced Sociology;</td>
</tr>
<tr>
<td>A11</td>
<td>demonstrate an informed and critical understanding of contemporary social and cultural approaches to the study of anthropology;</td>
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<table>
<thead>
<tr>
<th>Cognitive and Thinking Skills</th>
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</thead>
<tbody>
<tr>
<td>B1</td>
<td>display effective scholarly skills in the synthesis and critical evaluation of economic and political anthropology and development studies;</td>
</tr>
<tr>
<td>B2</td>
<td>display scholarly aptitude and fluency in discussing and evaluating appropriate reading from a range of sources;</td>
</tr>
<tr>
<td>B3</td>
<td>locate, assemble and interpret appropriate information from a range of resources in self-directed learning</td>
</tr>
<tr>
<td>B4</td>
<td>confidently develop independent thinking and clear self-expression and be able to make reliable critical evaluations in accordance with fundamental</td>
</tr>
</tbody>
</table>
sociological and anthropological theories;

**Subject Specific Skills and Professional Behaviours and Attitudes**

<table>
<thead>
<tr>
<th>Taught by the following modules</th>
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</thead>
<tbody>
<tr>
<td>C1 apply fundamental sociological principles and concepts outside the teaching context in which they were initially introduced;</td>
<td>All sociology modules</td>
</tr>
<tr>
<td>C2 apply fundamental anthropological principles and concepts outside the teaching context in which they were initially introduced;</td>
<td>All modules</td>
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</tbody>
</table>

**Transferable Skills**

<table>
<thead>
<tr>
<th>Taught by the following modules</th>
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</thead>
<tbody>
<tr>
<td>D1 demonstrate ability to formulate and solve problems in a self-directed and logical manner;</td>
<td>All modules</td>
</tr>
<tr>
<td>D2 demonstrate a developed ability to communicate effectively and develop professional relationships;</td>
<td>All modules</td>
</tr>
<tr>
<td>D3 demonstrate competency in personal responsibility and decision-making</td>
<td>All modules</td>
</tr>
</tbody>
</table>

Students who successfully complete all three years of the programme and graduate with a BA (Hons) Anthropology and Sociology will be able to:

**Knowledge and Understanding**

<table>
<thead>
<tr>
<th>Taught by the following modules</th>
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<tbody>
<tr>
<td>A1 demonstrate knowledge and understanding of The Enlightenment background to sociological and anthropological forms of thinking; the rise of sociology and anthropology as core disciplines of the social sciences in the nineteenth and twentieth centuries; the basis and distinctive nature of ‘the sociological imagination’, the intersection of sociological thinking with the study of anthropology; the historical and social context of cultures and debates within particular geographical regions; recent important paradigmatic shifts in the two disciplines, and their contemporary relevance to a wide range of other disciplines and issues.</td>
<td>AN52001A Methodological and philosophical issues in anthropology and sociology All modules</td>
</tr>
<tr>
<td>A2 demonstrate knowledge and understanding of key theories, insights and concepts, changing paradigms and debates that have informed sociological and anthropological disciplines from the nineteenth century up to the present period. This includes classical debates about the nature of non-industrial and industrial societies, as well as contemporary debates about a late-modern, postmodern or global period.</td>
<td>All modules</td>
</tr>
<tr>
<td>A3 demonstrate knowledge and understanding of the diversity of theoretical approaches used within the two disciplines to understand culture; social structures and social dynamics; historical change; kinship; politics; economics; religion, symbolism and morality; ethnicity, race and nation.</td>
<td>All modules</td>
</tr>
<tr>
<td>A4 demonstrate knowledge and understanding of the</td>
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</table>
importance and influence of culture and cultural processes for contemporary anthropology and sociology, including the relationships between culture, religion, citizenship, politics, science and technology in understanding many contemporary social processes in both the industrialized North and the South.

**A5**

| demonstate knowledge and understanding of a variety of specialist themes, concepts and topics in contemporary anthropology and sociology. |
| All modules |

Some of these areas can depend on the options you choose in your second and third year, but may include social and economic inequalities; social stratification, migration and citizenship; urbanization and the city; race and ethnicity, gender & sexuality; politics and globalization; nationalism and the nation state; social movements; knowledge, science and technology; health and medicine; psychological perspectives and concepts of the Self; history and anthropology; ethnography of a selected Region; and the anthropology of animals.

### Cognitive and Thinking Skills

<table>
<thead>
<tr>
<th>Cognitive and Thinking Skills</th>
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</tr>
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<tbody>
<tr>
<td><strong>B1</strong></td>
<td>demonstrate the connections between the theoretical and practical aspects of the programme spanning the interdisciplinary frame of anthropology and sociology.</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>think critically and make anthropologically- and sociologically-informed judgments about the theoretical and methodological approaches, concepts and debates you have learned about</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>adopt original, critical and anthropologically- and sociologically-informed approaches to an empirical or theoretical problem or issue</td>
</tr>
<tr>
<td><strong>B4</strong></td>
<td>critically analyse and lucidly evaluate alternative views in the engagement with major thinkers, debates and intellectual paradigms within the two disciplines</td>
</tr>
<tr>
<td><strong>B5</strong></td>
<td>display an enhanced level of analysis, evaluation, judgment and synthesis of complex texts, theories or empirical evidence</td>
</tr>
<tr>
<td><strong>B6</strong></td>
<td>demonstrate a competent level of conceptual and technical skills in the initiation, research, development and realization of an independent research project</td>
</tr>
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</table>

### Subject Specific Skills and Professional Behaviours and Attitudes

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<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong></td>
<td>display effective written and verbal communication skills in the formulation, structuring and presentation of coherent and persuasive arguments, the ability to bring together and</td>
</tr>
</tbody>
</table>
synthesize theory and evidence in support of an argument; the ability to recognize the limitations of elementary or general arguments based on specific or local situations; the ability to recognize social/cultural complexity and depth | All modules
---|---
C2 | demonstrate acquired core research skills, including basic data collection and analysis, bibliographic searches and a sophisticated use of the Internet. | All modules
C3 | display an appreciation of the importance of establishing the detail and context for any general assumption, and of the importance of being non-judgemental and sensitive to alternative perspectives | All modules

<table>
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<tr>
<th>Transferable Skills</th>
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<tbody>
<tr>
<td>D1</td>
<td>Show an appreciation of the value of teamwork, an awareness of group dynamics and an ability to work productively in a team</td>
</tr>
<tr>
<td>D2</td>
<td>demonstrate reading, learning, research and study skills; including retrieval, selection and management of information from a variety of electronic and non-electronic sources</td>
</tr>
<tr>
<td>D3</td>
<td>express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of your written work; identifying the sources of your knowledge and attributing ideas accurately to these sources</td>
</tr>
<tr>
<td>D4</td>
<td>demonstrate powers of verbal and written expression and presentation</td>
</tr>
<tr>
<td>D5</td>
<td>work on your own initiative; including learning about ways and methods for motivating yourself</td>
</tr>
<tr>
<td>D6</td>
<td>demonstrate groupwork skills, including communicating, negotiating and working with people from diverse backgrounds; developing interpersonal skills in the giving and receiving of criticism</td>
</tr>
<tr>
<td>D7</td>
<td>demonstrate presentation skills, including skills in preparation</td>
</tr>
<tr>
<td>D8</td>
<td>make judgments about the basis of different opinions, evidence, and claims</td>
</tr>
<tr>
<td>D9</td>
<td>plan, design, manage and complete an independent project; time management skills, including planning and organizing your own work</td>
</tr>
<tr>
<td>D10</td>
<td>demonstrate an on-going self-reflexive approach to interpreting, evaluating and assessing the characteristics, strengths and weakness of theories and empirical evidence, including empirical data created by yourself or others</td>
</tr>
<tr>
<td>D11</td>
<td>demonstrate an ability to work productively with others in critical thinking</td>
</tr>
</tbody>
</table>
show confidence, knowledge and the skills to work independently, flexibly, responsibly and to deadline. All modules

How you will learn

Learning and teaching methods – Subject knowledge and understanding

During the three years of your degree, you will attend and take part in a wide range of learning and teaching activities that will enable you to achieve the learning outcomes for your degree, including weekly lectures, tutorials, seminars, workshops, dissertation classes, practice sessions and individual supervisions. You will also be expected to regularly undertake a great deal of independent reading and research.

Compulsory module lectures. The main aim of a lecture is to introduce key writers, theories, debates, themes, concepts, and social historical context in a structured way. A lecture enables you to acquire concise knowledge and stimulate your thinking about a particular topic, while a lecture block enables you to situate weekly themes within a broader context. A variety of lecturing styles is used, from instructional lectures followed by student questions, the use of audio-visual material, to more participatory approaches that can combine several shorter lecture periods with discussions and exercises. The core modules lectures for the Anthropology and Sociology degree cover the key areas of knowledge that you will need for your interdisciplinary degree.

Tutorials and Seminars. Compulsory and options module lectures are supported by smaller group work in seminars or classes. The main aim of the tutorial class or seminar is to enable you to explore in greater depth and detail specific lecture themes and topics, relate these to other lectures, modules, and writers, and relate them to your own reading and ideas. Your knowledge and understanding of lectures and independent reading is reinforced in seminars and classes. In classes and seminars, lecture material may be covered in more detail, related to empirical examples that will facilitate and enhance your understanding of the lecture; a range of groupwork methods and exercises may be undertaken that extend your knowledge and understanding of the lecture and module themes. You are expected to produce regular non-assessed written work for your tutor or seminar leader and make at least one class presentation during each year. Non-assessed assignments and presentations enable you to expand and demonstrate your knowledge and understanding of an area, develop your own arguments in relation to the literature, and develop your study, writing and presentation skills. You will receive both general and individual feedback on your non-assessed work and presentations.

Options Modules. Second and third year options modules are taught by a combination of weekly lectures followed by seminars. Options modules are designed specifically for second years only or for third years only. These modules allow you to explore in greater depth the specialist areas that you are interested in, and develop more advanced understanding of increasing depth in your choice of second and third year options.

Dissertation workshops, tutorials and supervision. In your third year, you will attend dedicated dissertation workshops during which you will explore the methods and techniques you will require in order to undertake your Dissertation. You will also be assigned to small group dissertation classes of no more than six students, and you will receive one-to-one dissertation supervision and guidance during office hours. Your dissertation supervisor will encourage you to explore your ideas and creativity in undertaking an independent and critical piece of research, while drawing on knowledge and understanding from both your disciplines.

Office Hours. Throughout your degree you will be able to visit lecturers and tutors during their regular office hours in order to discuss your work on a one-to-one basis, receive guidance and feedback on non-assessed work, and receive further detailed support in your learning.

HOW ARE KNOWLEDGE AND UNDERSTANDING TAUGHT?
Compulsory module lectures. The main aim of a lecture is to introduce key writers, theories, debates, themes, concepts, and social historical context in a structured way. A lecture enables you to acquire concise knowledge and stimulate your thinking about a particular topic, while a lecture block enables you to situate weekly themes within a broader context. A variety of lecturing styles is used, from instructional lectures followed by student questions, the use of audio-visual material, to more participatory approaches that can combine several shorter lecture periods with discussions and exercises. The core modules lectures for the Anthropology and Sociology degree cover the key areas of knowledge that you will need for your degree.

HOW ARE COGNITIVE SKILLS TAUGHT?
The acquisition of these skills is achieved by your full participation in the structured learning activities, the completion of the module, its examined work, and your independent study. You will receive feedback from tutors throughout the programme during seminars and tutorials and written feedback will be given on submitted coursework. The acquisition of skills is further achieved through your participation in practice lectures, seminars and workshops, and an independently-researched dissertation. Tutorial support is constantly available to advise you on your progress in skill acquisition in both theoretical and fieldwork-based studies.

HOW ARE SUBJECT SPECIFIC AND PERSONAL BEHAVIOUR AND ATTITUDES TAUGHT?
Within all forms of teaching a productive balance is established between providing explicit supportive guidance on essential topics and theoretical perspectives with encouraging individual research that can draw on students’ own life-experiences and personal interests. Students demonstrate their on-going learning both through written and oral submission. Both formal and informal feedback allow for matching to specific objectives of a module, and to the overall aims of the programme. Where appropriate, students are encouraged to demonstrate their progress in understanding to other students, and therefore to receive engaged student feedback, thus enabling a reflexive nature to the learning process.

HOW ARE TRANSFERABLE SKILLS TAUGHT?
The tutorial and seminar systems address the development of skills from the start of the programme. All core and options modules require you to read, analyze and critically evaluate arguments, judgments, ideas and evidence; work independently on your coursework; regularly produce written work; actively participate in groupwork activities; and contribute to options module seminar discussions and presentations. You will be expected to manage your timetable and your assessed and non-assessed coursework within the context of college, departmental and tutorial deadlines. All third year students have to undertake and submit an independent research project. Coursework, assessed or otherwise, is expected to be word-processed and you will be strongly encouraged to attend College computer, IT and library induction modules. For several options modules and for your third year dissertation, you will be expected to make use of the Department’s Learning and Teaching material on the College intranet, Web-based search engines, and library research facilities.

How you will be assessed
The Anthropology and Sociology departments use several complementary methods in order to examine your work in ways that are appropriate for and related to the different learning outcomes of the programme. Each module you take provides you with a written module outline in which module aims, learning outcomes and methods of assessment are explained in detail.

Compulsory modules in both departments are generally examined by either seen or unseen exam papers, except for Year 1 Anthropological Methods (AN51003A), which is assessed by one 1500 word report.

Second year options modules in sociology are typically assessed by one 3,500 word essay. Second year modules in Anthropology are assessed by a 2,500 word report. Third year options modules are generally
assessed by one 3,000 or 4,500 essay, except for some anthropology options, which are examined by a 2 question take-home paper. Each option module may have additional requirements such as undertaking non-assessed work in the form of a short written essay or a class presentation.

In your third year, your knowledge and understanding is tested by seen exams, examined essays and reports, and the completion of a 8,000 word dissertation that involves independent study leading to a structured piece of sociologically and anthropologically-informed research of your own choosing.

HOW IS KNOWLEDGE ASSESSED?
Typically, formal coursework and unseen examinations serve to assess the early stages of learning, while in the latter period assessment takes the form of individual project work/coursework and take-home examinations over a specified time period. Feedback, from both staff and, where appropriate, from other students provides clear indications of progress and encouragement and direction for further learning. Unseen examinations assess comprehension, memory and concise expression, assessed essays draw on module-work with an emphasis on clear presentation and take-home exams use the exam format, with less emphasis on memory, and a greater emphasis on creative thinking and presentation.

HOW ARE COGNITIVE SKILLS ASSESSED?
You are expected to demonstrate progress towards cognitive skills in written, theoretical and practical submissions involving both formally examined as well as non-assessed coursework. Your tutor will provide you with detailed feedback on your progress through the non-assessed coursework that you produce. Similarly, criteria for examined work include the ability to think critically, provide a clear and focused argument, marshal and make use of evidence, and write and present ideas clearly and in a structured way. Skills are primarily tested through coursework, examinations, the dissertation, class participation and tutorials.

HOW ARE SUBJECT SPECIFIC SKILLS AND PROFESSIONAL BEHAVIOURS ASSESSED?
Oral presentations assess the acquisition of oral skills, and the ability to respond to investigative questioning. Dissertations test ability to research independently and frame a problem, hypothesis, or specific subject matter. Videos and photographic projects assess the ability to employ visual forms of presentation and to work collaboratively, and Project work assesses initiative and encourages collaboration.

HOW ARE TRANSFERABLE SKILLS ASSESSED?
Transferable skills are not all formally examined, but your development of these skills is important in ensuring that you take full advantage of the opportunities offered by each of the components of your degree programme in order to achieve its learning outcomes. Your tutor will provide you with feedback on relevant transferable skills areas. For example, if your tutor believes that you could benefit from further development of your study, communication, time management, citation, information retrieval, groupwork or presentation skills they will give you advice on how you might do this, and direct you to further sources of advice and support. Some transferable skills are directly relevant to assessment criteria but are not necessarily formally examined. These include skills in finding, selecting and evaluating relevant information, creating and presenting a coherent and well-structured argument using appropriate evidence, powers of written expression, and ability to communicate clearly and in a structured way.

MARKING CRITERIA FOR WRITTEN ASSESSMENTS
The marking criteria for examined coursework, seen and unseen exams and dissertations are:
The extent to which the specified module learning outcomes have been achieved
The originality, ambition, scope and relevance of the written work in terms of the topic being addressed
The structure and form of the writing
The presentation of the work in terms of attention to clarity of expression, clear print/handwriting, spelling and punctuation.
GROUP BASED PRACTICE WORK

Individual students working in groups throughout the programme will share the project/portfolio mark given to the work, and will receive another mark for the Production Log which records the contribution of the individual to the project/portfolio. When marking the Production Log, examiners will look in detail at the student’s engagement in the creative process and for evidence of the extent to which the student has achieved the module learning outcomes in the production process.

Logs demonstrating a very effective application of understandings and skills and abilities will be marked at 70% and over; 60-69% will denote their effective application; 50-59% will denote their satisfactory application; 40-49% will denote that the majority of understandings, skills and abilities have been satisfactorily applied; 0-39% will denote that the majority of them have not been achieved from a poor to a satisfactory standard.

If there is, exceptionally, a significant discrepancy between the project/portfolio mark and the Production Log mark, which leads Examiners to believe that the sharing of the project mark by the whole group would be unfair, then marks may be deducted from the project mark for a particular individual. Exceptional cases of this kind, will be discussed by the internal examiners in the presence of the External Examiner who may request a Viva with the student concerned.

Marking criteria

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>I: First (Exceptional)</td>
<td>WRITTEN ASSESSMENTS: As below, but with exceptional application of the appropriate knowledge, understanding and skills specified in the module learning outcomes. An excellent first class performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PRACTICE MARKING CRITERIA: A mark of 80% or higher is awarded when a candidate satisfies the requirements for a distinction, but to an outstanding degree.</td>
</tr>
<tr>
<td>70-79%</td>
<td>I: First (Excellent)</td>
<td>WRITTEN ASSESSMENTS: The assessment will demonstrate a very effective application of appropriate knowledge, understanding and skills specified in the module learning outcomes. It will show a broad and critical understanding of the subject and will have answered the question or brief fully by demonstrating a number of appropriate and relevant aspects. The written submission will demonstrate an exceptional degree of clarity in the argument and the approaches and evidence used. There will be demonstration of a critical and original approach, a clear focus, qualitative structure, and cogency of thinking. Appropriate evidence will have been used to make the arguments. The work demonstrates that concepts/theories have been assimilated and applied to relevant material, experience and in making broader thematic links.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PRACTICE MARKING CRITERIA: First 70% or above is work of outstanding overall quality. It will demonstrate the very effective application of appropriate knowledge, understanding and skills specified in the module learning outcomes. It will</td>
</tr>
</tbody>
</table>
### 60-69%

**iii: Upper Second (Very good)**

**WRITTEN ASSESSMENTS:** A highly competent piece of work. The written submission will demonstrate the effective application of appropriate knowledge, understandings and skills specified in the module learning outcomes. It will show good evidence of extensive reading and awareness of different perspectives. The work will be clearly structured with reading and evidential material directed towards answering the question/brief. The appropriate and thoughtful utilization of original examples to develop coherent arguments is often the difference between this category and the one below.

**PRACTICE MARKING CRITERIA:** A 2.1 at degree level is work that overall achieves a high standard. It will demonstrate overall the effective application of appropriate knowledge, understanding and skills specified in the module learning outcomes. The work will have achieved the majority of its goals and will demonstrate a significant degree of originality and ambition with a good level of technical competence in relation to the experience of the student. It will be based on an original idea and will be well-structured. It will show significant evidence of research/planning and demonstrate a critical awareness of the medium and of issues such as audience and representation.

### 50-59%

**iii: Lower Second (Good)**

**WRITTEN ASSESSMENTS:** A satisfactorily piece of work. The written submission will demonstrate an overall satisfactory application of knowledge, understandings and skills specified in the module learning outcomes. It will show a good understanding of the topic and the principal reading recommended. It may be largely descriptive or too generalized, lacking analysis, critical evaluation or argument or may try to make an argument without providing sufficient appropriate evidence to back it up. It may not focus on the question sufficiently.

**PRACTICE MARKING CRITERIA:** A 2.2 at degree level is work of an overall satisfactory standard. It will demonstrate an overall satisfactory application of knowledge, understandings and skills specified in the module learning outcomes. It will show degrees of originality and ambition and the achievement of its primary goal(s). Technically it will be competent in quality with a recognizable and successful overall structure. It will be based on a degree of research/planning and exhibit some critical awareness of the medium and of issues such as audience and representation.

### 40-49%

**iii: Third**

**WRITTEN ASSESSMENTS:** The written work will
<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark Range</th>
<th>Description</th>
<th>Practice Marking Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Pass)</td>
<td>70-100%</td>
<td>Demonstrate that the majority of the appropriate module learning outcomes are achieved to a satisfactory level. However, the work will be either almost totally descriptive, using a limited range of material in a confused way or may assert a position without supporting evidence. There will be some grasp of factual material but this will not have been applied thoughtfully in answering the question. The written submission will lack critical evaluation of reading, knowledge for responding to the question/brief and the point of the question/brief will not have been fully grasped.</td>
<td>A Third at degree level is work of an overall unsatisfactory standard. Although the majority of the appropriate module learning outcomes are achieved to a satisfactory level, and some satisfactory features are evident, little originality or ambition is demonstrated. It is likely that its goals will not have been achieved to a satisfactory extent and its level of technical competence will range from adequate to poor with a weak structure. It will show evidence of a lack of research/planning and indicate little critical understanding of its medium and of issue such as audience and representation.</td>
</tr>
<tr>
<td>Fail</td>
<td>25-39%</td>
<td>Written Assessments: The majority of the appropriate module learning outcomes are not achieved. A very limited knowledge of subject matter, poor organization and planning and badly written. The work fails to address the question/brief and includes material without showing its relevance.</td>
<td>A Fail at degree level is work of overall poor quality. The majority of the appropriate module learning outcomes are not achieved. The work demonstrates no originality or ambition. Its technical standard, content and structure will be weak. There will be no evidence of original research or of a critical awareness of the medium, and the Department would not normally consider it suitable for any exhibition or publication.</td>
</tr>
<tr>
<td>Bad fail</td>
<td>10-24%</td>
<td>Written Assessments: A mark of 24% or below is awarded when there is no recognition of the question nor of how it might be responded it. The vast majority of the appropriate module learning outcomes are not achieved. There written work will demonstrate very poor presentation, lack any logical progression of argument and make points that are entirely irrelevant to the question/brief.</td>
<td>A Bad Fail at degree level is work of overall very poor quality. The majority of the appropriate module learning outcomes are not achieved. The work demonstrates no originality or ambition. Its technical standard, content and structure will be very weak. There will be no evidence of original research or of a critical awareness of the medium, and the Department would not consider it suitable for any exhibition or publication.</td>
</tr>
<tr>
<td>Percentage</td>
<td>Grade Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-9%</td>
<td>Very bad fail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>Non submission or plagiarised</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An invalid attempt is an answer or complete script not deemed to be a legitimate submission to pass in any way whatsoever (for example, only a few nondescript sentences).

A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

**How the programme is structured**

The programme offers an understanding of social and cultural structures and processes by drawing on the theories and practices of the disciplines of anthropology and sociology. The first year provides an introduction to a variety of conceptual and theoretical approaches within anthropology and sociology. These provide a foundation from which you will develop knowledge and understanding of more advanced and specialist areas in later years. During your second and third years, you will choose from a range of options modules in both departments which reflect your interests. You can choose to study from a wide range of areas taught by nationally and internationally renowned experts in their fields. Topics include anthropological theory and methods, ethnography of selected regions, sociological theory and method, emergence of sociological rationality. From your second year you also choose from a range of modules that explore links between theoretical studies, field studies, and research practice.

In the second year, there are two compulsory Anthropology modules: Religion, Morals and Symbolism and Politics, Economics and Social Change; and two in Sociology: Central Issues in Sociological Analysis and The Making of the Modern World. A jointly taught module: Methodological and Philosophical Issues in Sociology and Anthropology links the two halves of the degree. You choose a further module in Sociology from a range of options.

In the third year, the Sociology module Theorising Contemporary Society (SO53021A) (15 CATS) is compulsory. In addition you take a minimum of 30 CATS in Sociology, 30 CATS in Anthropology and a further 45 CATS in either subject, choosing from the range of options. In Sociology if you take SO53022A Issues in Contemporary Social Theory (15 CATS) as an option, this is assessed by a 4500 word essay. Other options modules vary from year to year, and cover issues such as Sex and Gender; Race and Racism; Religion; Anthropology and Environment; Politics; Art and Literature; Mass Media, Culture and Communication; Anthropology of Health and Medicine; Food; Urban Anthropology; and Development and Underdevelopment. You can also do an individual project or dissertation on a topic of your choice, with personal tutorial supervision. Recent dissertations include ‘African Dance’, ‘Alchemy’, ‘Chocolate’, and ‘Reggae Music as a Black Public Sphere’.

The programme is only available for full-time study over three years. Over the period of your degree, you will take modules to the value of 360 credits (CATS), 120 credits (CATS) in each year.

**YEAR 1 – FOUNDATION YEAR**

In your first year, you take six theoretical modules that introduce you to key areas, concepts and debates in Anthropology and Sociology. The aims of the core modules are to enable you to gain an introduction to sociological knowledge and communication studies, acquire basic skills of analysis, learn to read and think critically, express your ideas clearly, and develop your academic study skills.

Critical Readings: the emergence of sociological rationality. In this module, students learn to critically read, analyze and discuss a number of original texts in philosophy and social theory, and engage with key thinkers who have influenced the development of sociology.

Modern Knowledge, Modern Power. This module aims to provide students with a grounding in the analysis of social structures and institutions, social relations and forms of social stratification and power in modern societies. It introduces both classical and contemporary perspectives on the relation between power and social organization.
Introduction to Social Anthropology. This module aims to introduce you to basic anthropological concepts of kinship, politics, economics and religion, and to the history and main theoretical schools of anthropology.

Ethnography of a Selected Region 1. This module introduces students to the role of ethnography (the documenting and analysis of a particular society and culture or socio-cultural area through fieldwork) through a focus on a selected region.

Anthropological Methods. In this module, students are introduced to the history of anthropological theory and the changes in methodological practice over the last century.

YEAR 2 – INTRODUCING SPECIALISMS
In the second year you build upon the foundations of the first year. You will take more advanced core modules in both the Sociology and Anthropology departments. During the second year, you will be introduced to the research specialisms of staff and you will begin to develop your own areas of interest.

Compulsory modules
Central Issues in Sociological Analysis. This module enables you to explore in greater depth the classical tradition in social theory, and introduces you to more recent theoretical approaches.

The Making of the Modern World. This module focuses on the formation of the modern state out of earlier forms of political organisation, and examines the development of nationalism, the nature of colonialism imperialism, and a rise of fascism. It also considers development and problem organisation of the welfare state, and contemporary ‘crisis of the nation-state’.

Methodological and Philosophical Issues in Sociology and Anthropology. This module offers an introduction to the basic issues of analytic methods within anthropology and sociology, with reference to the philosophies of both the natural sciences and the humanities.

Religion. This module focuses on anthropological studies of religion, magic and symbolism, covering the relationship of religious ideology to economic, political and social change, as well as anthropological perspectives on selected world religions.

Politics, Economics and Social Change. This module covers the scope and approaches of economic and political anthropology, and development studies.

Anthropology and the Visual 1. This is a research-led course in which you will design and conduct your own piece of research on a topic of visual interest. The course will encourage creativity in formulating research topics as well as enabling you to develop skills in research design, methodology, visual and verbal presentation and writing.

Sociology Options modules. You select one option module from a range of Sociology second year options modules offered each year. These vary slightly each year, but the following is an indicative list:

- SO52078B Social Change & Political Practice
- SO52091A Nationalism, Fundamentalism & Cosmopolitanism
- SO52093 A The Body: Social Theory & Social Practice
- SO52094B Sex Drugs & Technology
- SO52101A Art & Society
- SO52040A Culture, Rep & Difference
- SO52092A Leisure, Culture & Society
- SO52100A Creative Cities
- SO52102A Organisations & Society
- SO52103A London
- SO52108A Charity Sports Campaigns with Placements

YEAR 3 – DEVELOPING SPECIALISMS AND INDEPENDENT APPROACHES
The third year enables further independent study through the completion of a compulsory dissertation and an expanded number of options module choices.
Dissertation (30 CATS). In undertaking the dissertation, students work under the supervision of a personal tutor with the aim of developing and completing a sustained and independent investigation of a anthropologically- and sociologically-informed research problem or area. Assessment of the third year dissertation is by submission of a 8,000 word research dissertation.

Options modules
Students select two options modules from the Anthropology department and two from the Sociology department. Assessment for most third year options module is by submission of 1 x 3000-4,500 word assignment. The range of third year options modules is subject to slight change from year to year, but the following is an indicative list.

Sociology third year options:

SO53021A Theorising Contemporary Society (exam in spring term)
SO53042A Researching Culture: Case Studies
SO53055A Sociologies of Emerging Worlds
SO53063A Philosophy, Politics & Alterity
SO53073A Vision, Truth & Knowledge
SO53022A Issues in Contemporary Social Theory
SO53044A Law, Identity & Ethics (few spaces left)
SO53046A Global Development & underdevelopment
SO53047A Animals & Society

Anthropology third year options:

AN53005B History and Anthropology
AN53006A Individual Project
AN53008A Anthropology of Health, Medicine and Social Power
AN53013B Urban Anthropology
AN53015A Anthropology of Art 1
AN53021A Anthropology and the Environment
AN53023B Anthropology of Development
AN53024B Gender Theory in Practice
AN53026B Anthropology and Gender Theory
AN53030A Anthropology of Art 2
AN53031A Extended Individual Project
AN53039A Anthropology of Rights
AN53040A Anthropology and the Visual: Production Course
AN53042A Anthropology and the Visual 2
AN53044A Anthropology of Violence
AN53072A Indian and Peasant Politics in Amazonia
AN53073A Material Culture
AN53075A Anthropology in Public Practice

The following table summarises the BA (Hons) Anthropology and Sociology programme:

<table>
<thead>
<tr>
<th>Academic Year of Study 1: BA (Hons) Anthropology and Sociology (Full Time)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Title</strong></td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Ethnography of a Selected Region 1 (the Department of Anthropology will offer one region, which may vary from year to year)</td>
</tr>
</tbody>
</table>
## Academic Year of Study 2: BA (Hons) Anthropology and Sociology (Full Time)

<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 of Religion</td>
<td>AN52009A</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Anthropology and the Visual</td>
<td>AN52008B</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Politics, Economics and Social Change</td>
<td>AN52004B</td>
<td>30</td>
<td>5</td>
<td>Compulsory</td>
<td>1 and 2</td>
</tr>
<tr>
<td>Methodological and Philosophical Issues</td>
<td>AN52001A</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>1</td>
</tr>
<tr>
<td>Central Issues in Sociological Analysis</td>
<td>SO52001A</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
</tr>
<tr>
<td>The Making of the Modern World</td>
<td>SO52002A</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>1</td>
</tr>
<tr>
<td>Modules to the value of 15 credits chosen from an approved list of SO-prefixed modules available from the Sociology Department</td>
<td></td>
<td>15</td>
<td>5</td>
<td>Optional</td>
<td>1,2</td>
</tr>
</tbody>
</table>

## Academic Year of Study 3: BA (Hons) Anthropology and Sociology (Full Time)

<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>Modules to the value of 30 credits from an approved list of modules offered annually within the Anthropology Department</td>
<td></td>
<td>30</td>
<td>6</td>
<td>Optional</td>
<td>1 and/or 2</td>
</tr>
<tr>
<td>Theorising Contemporary Society</td>
<td>SO53021A</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
</tr>
<tr>
<td>Modules to the value of 15 credits from an approved list of modules offered annually within the Sociology Department</td>
<td></td>
<td>15</td>
<td>6</td>
<td>Optional</td>
<td>1</td>
</tr>
<tr>
<td>Modules to the value of 45 credits from the combined approved lists of Anthropology and Sociology</td>
<td></td>
<td>45</td>
<td>6</td>
<td>Optional</td>
<td>1,2</td>
</tr>
</tbody>
</table>

## Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.
Students are allocated a personal tutor and a Senior Tutor in each department has overall responsibility for student progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a programme of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed and an informed discussion can be about how to strengthen learning and success.

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

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

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

A peer assisted learning (PAL) scheme is in place so that first year students have the opportunity to link with a second year student who can offer support and their experience on a range of academic related issues. This support is department based so students have a common understanding of subject based knowledge.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and as new students join Goldsmiths 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 & teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion & Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service and the Academic Success Centre provide central support for skills enhancement and run the Gold Award Scheme and other co-curricular activities that can be accredited via the higher education achievement award (HEAR)

Links with employers, placement opportunities and career prospects

Statistics from the 2000 First Destination Job Survey suggest that Sociology graduates are employed across a range of fields: public sector, private sector, education, and media. From research conducted by the Anthropology Department of past graduates, they have gone on to work in a variety of fields, 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.
This interdisciplinary degree is demanding from an academic point of view and the students taking the module have a tradition for achieving a large proportion of 2.1 and first class or distinction marks, with some students producing outstanding third year dissertations and projects. The discipline and experience of independent research and dissertation writing provides a powerful framework of transferable skills, which are suited to a wide range of careers and employment areas, including the public and voluntary sector, the culture and media industries, marketing and corporate communications, publicity and promotion, publishing, media research, arts administration, and postgraduate study in anthropology and, sociology, cultural studies and related fields.

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 level 5) credits respectively. The awards are made without classification.

**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/).