

Programme Specification

Undergraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	BA (Hons) History and Anthropology
Name of Interim Award(s)	Not Applicable
Duration of Study/Period of Registration	3 Years Full-time or 4-5 Years Part-time
UCAS Code(s)	LV61
HECos Code(s)	(100302) History 50% (100436) Anthropology 50%
QAA Benchmark Group	History and Anthropology
FHEQ Level of Award	Level 6
Programme Accredited by	Not Applicable
Date Programme Specification last updated/approved	September 2017
Primary Department/Institute	History

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

Programme overview

This degree is a challenging, critical introduction to two disciplines key to understanding human life, culture and society in the past and present. It enables you to explore contemporary cultural issues from an historical perspective.

Why study BA History & Anthropology at Goldsmiths?

- Students will have the opportunity to gain precious industry-standard experience and apply their academic skills within the workplace through our Work Experiences in History placement scheme
- We offer something different and exciting – we use innovative, interdisciplinary approaches to history and anthropology, and will encourage you to explore issues, controversies and themes rather than chronological periods
- Students will work with staff who are enthusiastic researchers as well as being excellent teachers, many being recognised as international leaders in their field
- The departments are large enough to provide a wide range of courses, but small enough to let students get to know other students and staff
- The degree will give students access to a wide range of careers by developing your critical, analytical and communication skills; we help them think beyond the traditional boundaries of subjects in ways which employers really value
- Through their degree, students will learn to solve complex problems, think critically and creatively, and communicate with clarity
- Our graduates have gone on to work for the UN, World Bank, NGOs, law companies and CSR consultancies

The Department of Anthropology has been placed in the UK's top 15 universities for this subject area (Complete University Guide league table 2014)

History achieved a high score of 93% for teaching in the 2016 National Student Survey (NSS)

Programme entry requirements

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

- Direct school leavers: applicants will normally have three A level passes in any subject (currently the usual entry grades are BBB in any combination, excluding General Studies) or EU/Overseas equivalent. BTEC, AVCE and other equivalent qualifications are also considered
- Mature students/non-standard entry: applicants will normally have passed an accredited Access to University course from a UK institution in either history, a related subject, or a general one in humanities or social sciences. Applicants may also enter through successful completion of a foundation year in History at Goldsmiths.

Given the diverse nature of students that the programme is designed to attract many applicants are also interviewed, where the following additional criteria are evaluated:

- reasons for applying to do this degree
- reasons for applying to Goldsmiths
- background knowledge/expectations of the disciplines
- intellectual potential and analytic skills
- ability to express ideas verbally and engage in debate
- motivation to complete the programme

Sensitive and detailed interviews therefore can alter the usual criteria for entry on a case-by-case basis.

Aims of the programme

The overall purpose of the programme is to offer a challenging and contemporary syllabus, shaped by current research, which enables students to develop their critical capacity, to become sensitive to the cultural contexts of all aspects of society, and to gain an awareness of the processes and consequences of historical change, informed by theoretical debates in the disciplines of history and anthropology. Individual modules contribute to attitudes of open-mindedness and flexibility, and an enhanced understanding of social life in the past and present.

The programme supports the College Mission to focus on the study of creative, cultural and social processes through:

- Contributing to the greater understanding of the variety of human creativity in the past and the present, the importance of cultural context, of the factors that determine social life, of the effects of prejudice, and the dynamic interplay between the global and the local
- Developing a distinctive profile of critical engagement with history and anthropology, including the present uses and implications of the disciplines, and relating insights gained from research world-wide to issues in London and Britain

The programme consequently has been designed to promote:

- Critical thinking, and techniques to evaluate and contextualise historical evidence, primary and secondary sources for cultural and social interpretation, and academic and non-academic texts
- Expand students' knowledge and understanding of specific historical periods, cultures, religions and regions
- The ability to analyse and assess both anthropological and historical interpretations of cultures and societies
- Independent research skills

- A sophisticated understanding of issues of representation, including an appreciation of non-literary sources
- To enable students to appreciate the relevance of history and anthropology in a changing world and to their own lives by ensuring that the scope of each discipline is kept as broad as possible
- An acceptance with the contradictory nature of academic claims, enabling students to feel confident and at ease with establishing their own individual, reasoned position

What you will be expected to achieve

The overall programme is designed to give students a thorough grounding in both disciplines and the area of debate that links them. It is intended to provide a solid framework in which students can develop their own critical perspective. The programme design and implementation reflects a commitment to varied innovative teaching and learning methods. A wide range of methods, ranging from traditional large-group lectures, to individual tutorials and student team project work, ensure that the programme is able to deliver all the diverse aspects of its aims. 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.

Students who successfully complete the BA History and Anthropology programme will be able to:

Knowledge and Understanding		Taught by the following modules
A1	demonstrate knowledge and understanding of a range of historical periods and societies within particular geographical regions	all modules except Work Experiences in History
A2	demonstrate knowledge and understanding of a range of cultural and social groups, with knowledge and consideration of contrasting political, intellectual and religious traditions, differing mental worlds and contrasting material conditions.	all modules
A3	demonstrate knowledge and understanding of methodological concerns including the collection and analysis of evidence, the use of oral, literary and visual sources	all modules
A4	demonstrate knowledge and understanding of contemporary debates within history and anthropology, with special reference to the growing body of cross- disciplinary, historical anthropology and anthropologically- informed history	all modules
A5	demonstrate knowledge and understanding of the inter- relationship between history and anthropology	all modules, especially compulsory year 3 modules Anthropology and History, and Interdisciplinary Project
A6	demonstrate knowledge and understanding of key social theories and how they can be applied to specific interpretive contexts	all modules

Cognitive and Thinking Skills		Taught by the following modules
B1	assess and deploy a wide range of forms of evidence, including written, oral and visual sources	all modules
B2	assimilate and evaluate alternative views	all modules
B3	understand and apply theoretical approaches to history and anthropology	all modules

B4	formulate coherent and persuasive interpretations and arguments	all modules
B5	express views logically and coherently through lucid, thorough and reasoned accounts in both oral and written forms	all modules
B6	frame a problem, hypothesis or specific subject matter	all modules
B7	establish the detail and context for any general assumption	all modules
B8	understand and evaluate the products of academic scholarship, i.e. secondary source texts	all modules

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	assess the relative value of a range of material.	all modules
C2	organise research and projects through bibliographic searches and systematic reading and consideration.	all modules
C3	present findings through lucid, thorough and reasoned accounts in both oral and written forms.	all modules
C4	assimilate information concerning past and present societies and cultures	all modules
C5	compare theoretical ideas and make reasoned judgments about their strengths and weaknesses	all modules
C6	design and execute an independent inter-disciplinary project	compulsory Year 3 module Interdisciplinary Project
C7	produce own written work to adequate professional standards in organisation, referencing and bibliography	all modules

Transferable Skills		Taught by the following modules
D1	demonstrate core research skills, including basic qualitative data collection and analysis, bibliographic searches, systematic reading, the identification and critical assessment of primary and secondary sources, and a sophisticated use of the Internet	all modules
D2	demonstrate core computing skills and familiarity with information technology	all modules
D3	assimilate large quantities of complex material	all modules
D4	analyse evidence critically and independently	all modules
D5	express complex ideas clearly and coherently in both written and oral form	all modules
D6	formulate arguments which are clearly and logically expressed	all modules
D7	time manage and take responsibility to meet deadlines	all modules
D8	think critically and cultivate intellectual curiosity, while being sensitive to alternative perspectives	all modules
D9	work in a team, being aware of group dynamics, and appreciating the productive nature of joint work	all modules

D10	be a self-reflective learner who is aware of personal strengths and areas of improvement	all modules
D11	work independently and with initiative	all modules

How you will learn

All staff members teach both core modules and options relating to their particular research interests, ensuring that the programme reflects advanced research in both disciplines. Weekly lectures provide introductory guidance on topics and debates in each discipline. Structured, guided reading and detailed bibliographic guidance is provided, and where useful this includes web-based material. Weekly seminars consolidate knowledge gained through lectures, reading and other forms of research. Individual support is provided by tutors who are available in staff office hours during term time or by appointment. Programme Monitoring enables students to give feedback on modules, which assists in the improvement of individual modules and the overall programme.

The structure reflects the changing emphasis of the programme, initially from providing a broad introduction to more specialised and focused modules:

Year One: an overview of each discipline; the distinctiveness of anthropological perspective; the range of methods and approaches in history; an introduction to region and period focused studies in each discipline

Year Two: the key themes and areas of investigation in each discipline, both historically and in contemporary research; in history, allowing students to begin to shape specialist interests

Year Three: allowing for students to shape their final year by choosing those thematic or regional areas that interest them most, and that allow them to engage with material in a rigorous and sophisticated way

Students are encouraged to critically engage with the inter-relationship between history and anthropology through their participation in dedicated seminar groups at Years One and Two: at Year One, in the History compulsory module Concepts and Methods; at Year Two, in the Anthropology compulsory module Politics, Economics and Social Change. At Year Three, the compulsory linking module History and Anthropology uses a variety of theoretical and empirical material across a wide range of periods and regions to provide students with the opportunity to examine and interrogate the linkages between the two disciplines. To complement this progression, the compulsory Individual Project (linking dissertation) module at Year Three allows students, under close supervision from both departments, to develop a substantial and sustained individual project in which they form and present their own critical arguments in an extended format. In the context of the joint degree, students will be required to produce a genuinely interdisciplinary piece of work that will reflect their ability to analyse and assess historical evidence, their awareness of anthropological methods and concepts, and a knowledge of relevant empirical work and debates in each discipline. Students will be enrolled on a Third Year Dissertations Virtual Learning Environment (VLE) which contains specific dissertations-related guidance and learning resources that are designed to support joint-degree students.

Individual and small-group student-centred seminars are designed to build student confidence and to generate appropriate space for careful intellectual scrutiny. In these forums students gain skills in debating source materials and written texts, expressing their own ideas, arguing particular points, and listening to the views of others. To complement these, larger colloquium and lecture strategies are designed to provide clear overviews and a working structure upon which students can conduct their own independent investigation. The importance of interactive learning, as well as independent and learner-managed learning, is emphasised. It is particularly recognised that supportive interactive learning builds academic confidence among non-standard entrants. 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.

All core and options modules require students to read, analyse and critically evaluate arguments, concepts and sources of evidence. Powers of expression are developed through regularly produced written work and oral presentations, and through active contributions in group seminar discussions. Analytical skills are fostered through essay writing, examinations and seminar work. The ability to think and work independently is fostered through coursework, and especially in the Individual Project. Coursework is expected to be word-processed and students are expected to attend College computer and library induction modules. Students are expected to make use of both Departments' Learning and Teaching material on the College intranet and the Virtual Learning Environment (VLE). Students are also expected to use Web-based search engines and on-line databases and research facilities. Students develop time management skills by managing module timetables and workloads.

How you will be assessed

All modules have formative coursework (which may include essays, online blogs, video clips, webpage presentation, book reviews, gobbet or primary source and draft/outline assignments for individual project work). Feedback, from both staff and, where appropriate, from other students provides clear indications of progress and encouragement and direction for further learning. Students are encouraged to adopt experimental approaches and try out ideas at this stage without fear of being penalised.

Summative assessment takes a variety of forms that have been designed to parallel the learning outcomes at each level of the programme and the overall learning trajectory of the programme. 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. Unseen exams assess whether students gain a broad and continuous knowledge of a given module. Essays allow students to explore in more depth focused periods or areas of study. In addition, the Individual Project at Level Three serves to provide a key summative form of assessment, requiring both a general literature review and demonstration of a sophisticated historical-anthropological context for a specific subject matter.

A general summary of each assessment form and key outcome measured is given below, though these are not intended to be read as mutually exclusive to each other:

Unseen examinations assess comprehension, memory and concise expression
Project work assesses initiative and encourages collaboration

Assessed essays draw on module-work with an emphasis on clear presentation

Take-home exams use the exam format, with less emphasis on memory, and a greater emphasis on creative thinking and presentation

Oral presentations assess the acquisition of oral skills, and the ability to respond to investigative questioning
Primary source (gobbet) analyses assess students' ability to contextualize and interpret primary source material.

Journals allow students to reflect in depth around a particular learning experience.

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
Individual project assesses ability to design and execute independent research on an inter-disciplinary theme of the students' own choosing

Assessment methods across each year have been designed so that transferable skills are tested at all

stages of the programme. Powers of analysis and expression are tested in both formal and informal modes of assessment: writing essays, examination answers and dissertations; oral presentations and seminar contributions. Successful time management and research skills, and IT skills, are integral to students' preparation for these assessments. Feedback to students on the ongoing development of their transferable skills takes place through the formal assessment tasks and informally through discussions with groups and individuals within seminars and tutorials.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	As below, but distinguished by a higher degree of originality and independence of thought; potentially publishable.
70-79%	I: First (Excellent)	A First Class answer should be an excellent piece of work in all respects. It should indicate a mature and accurate grasp of the issue, and a broad understanding of the subject under review. The response should be well structured and coherent, and written in a fluid style. It should be well argued, indicating an understanding of relevant theoretical perspectives and demonstrating good skills at marshalling the material evidence. It should contain some creative or original thought.
60-69%	lii: Upper Second (Very good)	An Upper Second Class paper should be a very competent piece of work, and should have many of the features that distinguish a first class response. It should show good evidence of extensive reading, an awareness of different theoretical perspectives, and demonstrate a coherent argument. The essay should be competently written and demonstrate the ability to develop the writer's own thoughts and argument; it should contain little or no material that is irrelevant to the subject under discussion.
50-59%	liii: Lower Second (Good)	A Lower Second Class mark is given to a paper that is a good piece of work, showing that the person has understood the basic issues raised by the question, and indicated they have covered the basic recommended readings. There should be some coherence and substance to the argument, but such essays may be too descriptive or generalised, exhibit faults of style, grammar, spelling or punctuation, and be lacking in a clear analysis.
40-49%	III: Third (Pass)	A Third Class paper may be too descriptive, or alternatively show a limited use of evidence, or range of materials, in responding to the issue. It indicates some grasp of factual material but does not apply this coherently or thoughtfully in answering the question, and may be poorly structured and composed. A Pass mark is awarded to a piece of work that addresses the question but is clearly unsatisfactory, showing that the person has not understood its implications. It may rely on material that is either minimal or has little relevance to the issue at hand. What is written may have little connection to the subject under discussion, be unclear, unstructured, or poorly presented.
25-39%	Fail	A Fail mark indicates little knowledge of the subject matter, and a failure to answer the question set. What is written may incorporate some response to the topic, but be largely irrelevant or incoherent.

10-24%	Bad fail	A bad fail mark indicates very little knowledge of the subject matter, and a failure to address the question set. What is written may amount to no more than a series of notes, and may be completely irrelevant to the question, or completely incoherent.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

How the programme is structured

Year 1 (Level 4): Level 4 introduces students to key methods and perspectives in history and anthropology. Students also learn about the role of ethnography by focusing on the linguistic and cultural groupings of a particular region. In addition, students pick another history option.

Students take the following modules in Year 1:

- Introduction to Social Anthropology (30 credits)
- Anthropological Methods (15 credits)
- Ethnography of a Selected Region (15 credits)
- Concepts and Methods in History (30 credits)
- One of the other first year 30-credit History modules

Year 2 (Level 5): At Level 5 students investigate 'classic' theories and key anthropological texts on religion, magic, myth, ritual, morality, symbolism and belief, exploring interactions between changing economic and political structures in modern life via ethnographic examples. Students also choose 60 credits' worth of modules in History. In addition, students can apply to take a 'related study'-- an approved 30 credit module from another department.

Students take the following modules in Year 2:

- Anthropology of Religion (15 credits)
- Anthropology and the Visual (15 credits)
- Politics, Economics and Social Change (30 credits)
- 60 credits' worth of modules in History from an approved list, 30 credits of which may be an intercollegiate module (Group 2 Paper) offered by history departments throughout the University of London

Year 3 (Level 6): At Level 6 students make an in-depth exploration of the tensions and connections between history and anthropology through the compulsory module Anthropology and History. Students design and undertake an Individual Project (the linking dissertation) that will develop their personal intellectual interests and demonstrate an integrated understanding of both disciplines. Students take a range of history and anthropology option modules, and have the choice of taking a history Special Subject module from the 40 or so offered at Goldsmiths and also by history departments throughout the University of London. Special Subject modules offer in-depth study using original historical sources.

Students take the following modules in Year 3:

- Individual Project (30 credits linking dissertation) that consists of independent, interdisciplinary study supervised by staff from both departments. Assessment by: dissertation.
- Anthropological Approaches to History (15 credits)
- A choice of History and Anthropology options. Students choose to do a combination of option modules from both Departments to the value of 75 credits, at least 30 credits of which should be from History modules. Students may choose to take a Special Subject History module (60 credits) from an approved list of intercollegiate modules offered by the University of London.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Social Anthropology	AN51001A	30	4	Compulsory	1-2
Anthropological Methods	AN51003A	15	4	Compulsory	1 or 2
Ethnography of a Selected Region (various)	various	15	4	Compulsory	1 or 2
Concepts and Methods	HT51017A	30	4	Compulsory	1-2
Modules to the value of 30 credits available annually from the Department of History	-	30	4	Optional	1-2

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Politics, Economics and Social Change	AN52004B	30	5	Compulsory	1-2
Anthropology of Religion	AN52009A	15	5	Compulsory	1 or 2
Anthropology and the Visual 1	AN52008B	15	5	Compulsory	1 or 2
Modules to the value of 60 credits available annually from the Department of History	-	60	5	Optional	1-2

Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Anthropological Approaches to History	AN53005C	15	6	Compulsory	1
Interdisciplinary Project	HT53094C	30	6	Compulsory	1 - 2
Modules to the value of 75 credits from a list of optional modules provided annually by the departments of History and Anthropology. At least 30 credits of which must be from History modules.	-	75	6	Optional	1-2

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 who has overall responsibility 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.

Every student is assigned a personal tutor who will meet with their student twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first term. Personal tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This 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.

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 for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion and Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running the Gold Award Scheme and other co-curricular activities that are accredited via the higher education achievement report (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision throughout the year, which students can access directly at gold.ac.uk/asc/.

Links with employers, placement opportunities and career prospects

Degrees in history and combined subjects develop critical and analytical skills, the ability to express ideas clearly and 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.

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.

According to data collated by Unistats, the definitive UK university guide and part of the Higher Education Funding Council for England (HEFCE), Goldsmiths is in the top three higher education institutions for highest-paid jobs for History undergraduates.

Work Experiences in History (15 credit module) is an exciting and innovative initiative which offers some second and third year students taking History single and joint honours programmes the chance to apply their academic skills within the workplace. It provides students the opportunity to test out their career ideas, develop transferable skills and increase their employability. Students spend one day a week over one term undertaking a project within a museum, archive or library: places which collect, process and present the 'raw material' of history. These organisations include the Wellcome Library, Royal Pharmaceutical Society, The Cinema Museum and the Museum of London at Docklands. The project might involve archiving, conservation, building an exhibition, or developing a public engagement project. Students will be invited to apply for places on the programme in the Spring Term of Years 1 and 2.

The requirements of a Goldsmiths degree

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 been 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.

The above information is intended as a guide. For further information, please refer to the Regulations for Undergraduate Students, which may be found here: <http://www.gold.ac.uk/governance/studentregulations/>

Programme-specific rules and facts

Programme costs

General Costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information here: <https://www.gold.ac.uk/programme-costs>

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.