

Programme Specification

Undergraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	Bachelor of Arts in History and Journalism
Name of Interim Award(s)	Certificate of Higher Education in History and Journalism Diploma of Higher Education in History and Journalism
Duration of Study / Period of Registration	3 years FT
UCAS Code(s)	VP15
HECos Code(s)	(100302) History 50% (100442) Journalism 50%
QAA Benchmark Group	History Communication, Media, Film and Cultural Studies
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification Last Updated/ Approved	September 2017
Primary Department / Institute	History

Departments which will also be involved in teaching part of the programme
Media, Communications and Cultural Studies

Programme overview

This interdisciplinary programme is grounded in the premise that the best journalism is based on a sound understanding of the history that has shaped the world we inhabit today. Emphasising that the causes and results of events in the past are fiercely contested by historians, students will be encouraged to develop a nuanced and sensitive understanding of the past to inform and contextualise the discovery, investigation, interpretation and reporting of both historical and contemporary events. This innovative programme will be delivered in a collaborative and interdisciplinary manner by both departments working in a synchronized fashion.

Much contemporary journalism is focused on reporting, contextualising and analysing events as they happen, but also as they have very recently happened and which has led to journalism often likened to 'the first rough draft of history'. Additionally, there is a strong and growing tradition of deeper investigation of issues and events in the recent and further past – however that might be defined - to unearth new information, to investigate and reinterpret and revise our understanding of them, displayed in both short and longer form reporting, in books or documentary work.

Focusing on the synchronicity between History and Journalism, their shared methodologies and the skills they develop – research, analysis and interpretation of textual, material, visual and oral sources, communication of research findings, problem solving, independent and group work, meeting deadlines, empathy and objectivity – the programme will culminate in a major interdisciplinary project in which students

produce a piece of historically-contextualised longform journalism.

History teaching at Goldsmiths embraces cultural, social, political, religious and medical histories, with an emphasis on encounters between different cultures, battles for ideological as well as geographical supremacy, and the creation of individual and collective identities. The Department's thematic approach allows for the contrast and comparison of events across time and place – in Year 1, for example, students can examine ideas about Religion, Peace and Conflict through comparative case studies of Ireland from 1606 to the 1990s, the Middle East in the twentieth century, and East-Central Europe from the late-nineteenth to mid-twentieth centuries. In Years 2 and 3 modules include the option to study Empires in Comparative Perspective: Imperium Romanum to Pax Americana; Mediterranean Encounters: Venice and the Ottoman Empire, 1453-1797; Modern Revolutions in Comparative Perspective, spanning the American, French, Russian and Chinese revolutions, as well as the 'Arab Spring'.

In Journalism, students take modules in key baseline practical skills of researching, interviewing and writing in a number of journalistic styles, formats and platforms. They also learn a range of digital tools including video reporting and use of social media for research and dissemination of work and how to work as online, multi-media journalists. They are also taught the important contextual elements of journalism: how it relates to the broader world of the media, media culture and its place in society and the democratic process. This programme will be able to draw on all these modules but contain new elements devoted to deeper, investigative journalism and longer form writing.

As with the media, History – both the sources from which it is constructed, and the way in which it is disseminated – is an increasingly digitised discipline. The BA History and Journalism will encourage students to think creatively about ways to present research findings which stretch far beyond the conventional History essay.

Programme entry requirements

A-level:

BBB

BTEC:

DMM

International Baccalaureate: 33 including three HL subjects

Students must be able to cope with the significant amount of writing the programme demands

Grade C or above in GCSE Mathematics.

We accept a wide range of qualifications equivalent to the ones listed above including:

Access 60 credits overall with 30 distinctions and distinctions/merits in related subject.

Scottish qualifications: BBBBC (Higher), BBC (Advanced Higher)

European Baccalaureate: 75%

Irish Leaving Certificate: H2 H2 H2 H2

IELTS 7.00 with a 7.0 in writing and no element lower than 6.5

Aims of the programme

The programme aims to

- Equip students with the skills of both the historian and the journalist and the ability to synthesise them and utilise them in a variety of professional contexts.
- Understand and articulate the relationship between the past and the present;
- Disseminate this knowledge creatively in both traditional and digital forms in a variety of different contexts;

- Equip students with the key multimedia skills for a range of careers in variety of platforms across journalism and the wider media industries, which might range from daily journalism to long form investigative work, broadcasting and programme making, advertising, public relations, marketing and political communications.
- Ensure that these skills are transferable to many other fields involving forensic research techniques, structured writing and editing and the ability to find, organise, analyse, structure and communicate information – for example: historical, political, social or commercial research, charity and NGO positions, archival and catalogue work report writing.

What you will be expected to achieve

The following outcomes describe what a typical student, engaging fully in the programme modules and activities, should know and be able to do. Students who successfully complete the **Certificate of Higher Education in History & Journalism** will be expected to have acquired the following skills, knowledge and understanding:

Knowledge and Understanding		Taught by the following modules
A1	Conceptual and practical knowledge of multi media journalistic techniques and practices required for researching and writing for a variety of genres and platforms to good standard.	Introduction to News and Features
A2	Foundational knowledge of the structures and mechanisms of UK politics and the public sector and their relationship with the media; an understanding of key sources of information within these sectors	Introduction to Power, Politics and Public Affairs
A 3	Elementary knowledge of the history of the mass media and its relationship to the political narrative	Media History and Politics
A4	Foundational knowledge of historical methodological concepts and techniques to be applied in the research and analysis of issues and information.	Concepts and Methods History option

Cognitive and Thinking Skills		Taught by the following modules
B1	Awareness and Understanding of your approach to historical learning and research and its application and relationship to journalism and associated careers.	All modules

B2	Ability to gather, synthesize, summarize and understand information and present it to audiences in a range of contexts and platforms.	All modules
B3	Critical and evaluation skills to analyse and critique your work and that of others	All modules

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Essential writing skills for news stories and their presentation online	Introduction to News and Features
C2	Foundational understanding and ability to employ core journalistic conventions and practices and the communication of ideas in a journalistic manner. Basic understanding of journalistic research skills and how to find information from a variety of sources.	Introduction to News and Features Introduction to Power, Politics and Public Affairs
C3	Ability to conduct basic research into historical questions, using electronic and conventional library resources and material from primary and secondary sources .	Concepts and Methods History option
C4	Familiarity with and ability to use vocabulary of historical research.	Concepts and Methods History option

Transferable Skills		Taught by the following modules
D1	Knowledge and skills to work independently and to deadline in the preparation, management & production of journalistic, historical and media materials in a range of different contexts and platforms.	All modules
D2	Interpersonal skills in the giving and receiving of criticism.	All modules
D3	Ability to work and communicate with others in a critical and collaborative fashion in a variety of media and non-media contexts.	All modules
D4	Elementary technical journalism skills in researching, writing, editing, online content management, social media management and understanding of genre and audience.	Introduction to News and Features

Students who successfully complete the **Diploma of Higher Education in History & Journalism** programme will be expected to have additionally acquired the following skills, knowledge and understanding:

Knowledge and Understanding		Taught by the following modules
A1	Conceptual and practical knowledge of multi-media journalistic techniques and practices required for researching and writing extended pieces of work suitable for a wide range of genres and platforms to a very good standard.	Feature Writing Extended Writing and Research
A2	Knowledge of and ability to apply historical methodological concepts and techniques in the research and analysis of issues and information.	History options
A3	A comprehensive knowledge of appropriate media law and associated legal and ethical issues relating to journalism and publishing work of all kinds	Media Law and Ethics

Cognitive and Thinking Skills		Taught by the following modules
B1	Originality and appropriateness in your approach to historical learning and research and its application and relationship to journalism and associated careers.	All Level 5 modules
B2	Advanced ability to gather, synthesize, summarize and understand information and present it to audiences in a wider range of contexts and platforms.	All Level 5 modules
B3	Intermediate critical and evaluation skills to analyse and critique your work and that of others	All Level 5 modules

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Essential research and writing skills for features	Feature Writing
C2	Intermediate understanding and ability to employ core journalistic conventions and practices	All Level 5 Media and Communications/Journalism modules
C3	Ability to conduct research into historical questions, using a range of physical and electronic primary and secondary sources and to organize and present the findings.	All Level 5 History options
C4	Ability to use confidently the vocabulary of historical research and dissemination.	All Level 5 History options.
C5	Ability to understand and assess in appropriate language, complex historical arguments.	All Level 5 History options

C6	Relate historical information to contemporary themes and use it to identify and interrogate other sources of information and analyse the relationship between the two in the production of extended pieces of journalistic work suitable for a variety of contexts and platforms.	Extended Writing and Research
-----------	---	-------------------------------

Transferable Skills		Taught by the following modules
D1	Confidence, knowledge and skills to work independently, responsibly and to deadline in the preparation, management & production of journalistic, historical and media materials in range of different contexts and platforms.	All modules
D2	Interpersonal skills in the giving and receiving of criticism.	All modules
D3	Ability to work creatively with others in a critical, and collaborative fashion in a variety of media and non-media contexts deploying appropriate communications skills	All modules
D4	A range of technical journalism skills in researching, writing, editing, online content management, social media management and understanding of genre and audience which can be adapted for use in a variety of contexts	Extended Writing and Research

Students who successfully complete the **BA (Hons) in History & Journalism programme** will be expected to have acquired the following skills, knowledge and understanding:

Knowledge and Understanding		Taught by the following modules
A1	Comprehensive conceptual and practical knowledge of multi media journalistic techniques and practices required for researching and writing for all types of genres and platforms to an acceptable publishable standard.	All Levels 4-6 Journalism modules Interdisciplinary Final Project
A2	Comprehensive knowledge of and ability to apply historical methodological concepts across a range of themes in the research and analysis of issues and information.	All Levels 4-6 History modules Interdisciplinary Final Project
A3	Comprehensive knowledge of and ability to apply appropriate media law and associated legal and ethical issues relating to journalism and publishing work of all kinds	Media Law and Ethics (Level 5) Interdisciplinary Final Project
A4	Understand the relationship between ideas and concepts, research aims and aspirations and a final piece of journalistic work.	Interdisciplinary Final Project
A5	Critically analyse and examine substantial historical source material to identify and synthesize journalistic content.	Interdisciplinary Final Project

Cognitive and Thinking Skills		Taught by the following modules
B1	Ingenuity, originality and appropriateness in your approach to historical learning and research and its application and relationship to journalism and associated careers.	All modules
B2	Comprehensive ability to gather, synthesize, summarise and understand large volumes of information and present it to audiences in a variety of contexts and platforms.	All Level 4-5 modules and Level 6 options Interdisciplinary Final Project
B3	Advanced critical and evaluation skills to analyse and critique your work and that of others	All Level 4-5 modules and Level 6 options Interdisciplinary Final Project
B4	Understand the differences and similarities between historical research sources and contemporary sources of information and their	Interdisciplinary Final Project

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Essential research and writing skills for news and features in a journalistic context	All Levels 4-6 Journalism modules Interdisciplinary Final Project
C2	Core journalistic conventions and practices	All Levels 4-6 Journalism modules Interdisciplinary Final Project
C3	Ability to independently conduct research into historical questions, using a wide range of physical and electronic primary and secondary sources and to organize and disseminate the findings in a variety of ways (textual, oral, visual).	All Levels 4-6 History modules Interdisciplinary Final Project
C4	Mastery of the vocabulary of historical research and dissemination.	All Levels 4-6 History modules Interdisciplinary Final Project
C5	Ability to understand, critique and conduct, in appropriate language, complex historical arguments.	All Levels 4-6 History modules Interdisciplinary Final Project
C6	Ability to conceive, plan, research and create a substantial and professional piece of journalism, on an historical theme/subject, using a blend of historical research and contemporary sources and suitable for publication on a journalistic platform.	Interdisciplinary Final Project
C7	Use journalist skills and techniques to illustrate and amplify historical research and contemporary research in a journalistic context.	Interdisciplinary Final Project

Transferable Skills		Taught by the following modules
D1	The confidence, knowledge and skills to work independently, flexibly, responsibly and to deadline in the preparation, management & production of journalistic, historical and media materials in a range of different contexts and platforms.	All modules
D2	Developed interpersonal skills in the giving and receiving of criticism.	All modules
D3	Ability to work creatively, respectfully and reliably with others in a critical and collaborative fashion in a variety of media and non-media contexts.	All modules
D4	A comprehensive range of technical journalism skills in researching, writing, editing, online content management, social media management and understanding of genre and audience which can be adapted for use in a variety of contexts	All modules

How you will learn

The practices, approach and traditions of the two disciplines will be delivered throughout in a collaborative fashion, but especially in the two key interdisciplinary modules in Levels 5 and 6.

In journalism practice modules as well as the Extended Writing and Research module and the Final Interdisciplinary Module, the acquisition of outcomes is through presentations and workshops and reinforced through the preparation and production of practical, multimedia journalism work, in both classroom and quasi-professional environments, both individually and in groups. Such work is produced in class, in weekly assignments and for final portfolios, according to the requirements of individual modules. You will have extensive contact with academic and support staff and written and oral feedback is provided on your work throughout the practice learning process and after the completion of portfolio work. Feedback is given both individually and in class and group contexts.

The acquisition of outcomes in Media law and ethics is through weekly lectures and seminars so core knowledge gained through reading and lectures may be reinforced through seminar discussion and debate. Guidance is given on appropriate preparatory and follow up reading and staff are available to provide tutorial support on a weekly basis. Individual tutorial support from both personal tutors, seminar leaders and module conveners is constantly available.

The History Department deploys a range of learning and teaching methods. Weekly lectures for History modules provide introductory guidance on historical content, including recent and on-going research, debates and the historiography of the subject. Audio-visual material is used in lectures where appropriate. IT training is provided for all first-year students. Visits to relevant museums, galleries, archives and sites are used where appropriate.

Weekly seminars for each module provide the opportunity for group discussion amongst tutors and students and a forum for individual and collaborative student presentations. Structured guided reading, or other

preparatory materials (for example, films/documentaries), is a major component within the teaching and learning process. Detailed bibliographical guidance is given for all modules including web-based material, mainly presented through a Virtual Learning Environment. Preparatory work by students is the basis for essay writing and group discussion in seminars. Students learn about the subject through independent study, planning their own bibliographies, researching and writing essays and other assessments such as blogs, journals and book reviews, for which detailed guidance and feedback are provided. Tutors are available every week to give individual help and feedback on assignments. Termly Programme Monitoring meetings and module evaluations enable students to give feedback on modules, which assist the Department in its efforts to continually improve its practices.

Transferable skills are fostered in every History module by requiring students to read, analyze and critically evaluate arguments, judgements, ideas and evidence; work independently on coursework; regularly produce written work; actively participate in seminar activities, contributing to discussion and make presentations. Students must learn to manage their timetable, and produce well-presented assessed and non-assessed coursework within the context of college and departmental deadlines.

How you will be assessed

Assessment in journalism modules and the Extended Writing and Research Module will be by portfolios of finished work which will be marked according to established criteria. The Final Interdisciplinary Project will be expected to reflect all your learning over the previous three years and will be assessed by a combination of both practical journalistic outcomes and a reflective essay to bring together the theoretical and practical learning.

In History a module outline is provided for each module in which its aims, content, and learning outcomes are specified, and the particular method(s) of assessment explained in detail. The method(s) of assessment is, in each case, chosen on the basis that it is the most appropriate for the module. Some modules are examined by portfolios of course work, or by a combination of course work and examinations. Others are examined by long essays or dissertations on a topic approved with the tutor. These vary in length according to the level of module. The use of source material is specifically examined by gobbet questions in Year 1 modules and a range of option modules. Students are also required to do formative assignments which are not part of the examination for the course, but enable them to develop their knowledge and skill under the guidance of tutors, and are devised as preparation for the summative assessments.

History and Journalism Marking Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level. Work of outstanding overall quality. It will demonstrate an extremely effective application of knowledge, understandings and skills specified in the module learning outcomes. The work will contain evidence of a highly developed and systematic understanding of the subject, of an ability to engage with complex ideas and to develop distinctively original arguments and perspectives.
70-79%	I: First (Excellent)	Represents the overall achievement of the appropriate learning outcomes to an excellent level. Work of excellent overall quality. It will demonstrate an excellent application of knowledge understandings and skills specified in the module learning

		outcomes. The work will contain evidence of a broad and systematic understanding of the subject together with the ability to engage with complex ideas and develop original perspectives in a fluent and clear manner.
60-69%	Iii: Upper Second (Very good)	Represents the overall achievement of the appropriate learning outcomes to a very good level. Work that overall achieves a high standard and that demonstrates the effective application of knowledge, understandings and skills specified in the module learning outcomes. The work will have achieved its goals and will demonstrate a significant degree of originality and ambition with a very good level of analytical precision, very sound preparation and an awareness of different critical perspectives.
50-59%	Ilii: Lower Second (Good)	Represents the overall achievement of the appropriate learning outcomes to a good level. Work of an overall good standard. It will demonstrate an overall effective application of knowledge understandings and skills specified in the module learning outcomes. It will show some originality and ambition together with evidence of background reading and comprehension of the topic. The analytical dimension will not be fully developed and the reading may be limited to a few texts only.
40-49%	III: Third (Pass)	Represents the overall achievement of the appropriate learning outcomes to a threshold level. Work of an overall satisfactory standard although little originality and/or ambition is demonstrated. The work is mainly descriptive and refers to only a limited range of ideas/examples. Although the work lacks a fluent argument, it exhibits some critical awareness of the topic.
25-39%	Fail	Represents an overall failure to achieve the appropriate learning outcomes. Work of poor quality that demonstrates little or no originality and ambition and contains significant flaws in terms of content, structure or language.
10-24%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes. Work of very poor quality that demonstrates little or no originality and ambition and is extremely weak in content, language and structure.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and unit must be re-sat).
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

The programme is structured over 3 years with students taking a total of 360 credits (120 credits each year) through a combination of 15- and 30-credit modules.

History teaching at Goldsmiths embraces cultural, social, political, religious and medical histories, with an emphasis on encounters between different cultures, battles for ideological as well as geographical supremacy, and the creation of individual and collective identities. The Department's thematic approach allows for the contrast and comparison of events across time and place.

In Journalism, students take modules in key baseline practical skills of researching, interviewing and writing in a number of journalistic styles, formats and platforms. They also learn a range of digital tools, such as data

visualisation, video reporting and use of social media for research and dissemination of work and how to work as online, multi-media journalists. They are also taught the important contextual elements of journalism: how it relates to the broader world of the media, media culture and its place in society and the democratic process.

The interdisciplinary modules will synthesise the skills of both disciplines.

In Year 1 students take 1 30-credit compulsory and 1 30-credit option module in History + 1 30-credit and 2 x 15-credit compulsory Media options.

In Year 2 students take 1 30-credit compulsory interdisciplinary module, 30-credits of History options from a list of modules specifically relevant to the synthesis of History and Journalism, 30-credits of History options (which may be an intercollegiate module) and 30 credits of Media options.

Any student who, at the end of Year 2 decides that s/he does not wish to continue with the Journalism aspects of the programme may apply for consideration to transfer to the BA History. Since development of a historical skillset does not require requisite skills, rather, subject knowledge is developed across modules with core skillsets enhanced and developed throughout the programme levels, such student would be adequately prepared to undertake the Level 6 History dissertation.

In Year 3 students take 1 60-credit compulsory interdisciplinary module, 30 credits of History options and 30 credits of Media options.

NB:

1. Options may change and module lists will be made available annually at an appropriate point in the academic cycle.

2. In the table below, where a module is listed as 'optional' it is compulsory for students to take a module or modules, the 'option' being which module(s) they choose from the relevant list(s).

Academic Year of Study: 1

Module Title	Module Code	Credits	Level	Module Status	Term
Concepts and Methods	HT 51017A	30	4	Compulsory	Autumn & Spring
History option (see below)		30	4	Optional	Autumn & Spring
Media History & Politics	MC51002A	15	4	Compulsory	Spring
Introduction to Power, Politics and Public Affairs	MC51016C	15	4	Compulsory	Spring
Introduction to News and Features	MC51017C	30	4	Compulsory	Autumn

History Year 1 Options

Students must take 1 of the following 30 credit options:

HT 51019A Religion Peace & Conflict

HT 51020A Dictators, War & Revolution

HT 51023B Self, Citizen & Nation

Academic Year of Study: 2

Module Title	Module Code	Credits	Level	Module Status	Term
---------------------	--------------------	----------------	--------------	----------------------	-------------

Extended Feature Research and Writing	HT52225A	15	5	Compulsory	Spring
History/Journalism option (see below)		30	5	Optional	Spring/Autumn
History option - can be 2 x 15-credit options (see below)		30	5	Optional	Spring/Autumn
Media Law and Ethics	MC52016A	15	5	Compulsory	Autumn
Feature Writing	MC52019A	15	5	Compulsory	Autumn
Media option		15	5	Optional	Spring/Autumn

History Year 2 Options 2018-19

* 30 of the 60 credits must be chosen from these modules which are designated History/Journalism options.

30-credit modules:

*HT52207A Modern Revolutions in Comparative Perspective

*HT52206A Minorities in East-Central Europe: Coexistence, Integration and Annihilation C.1870-1950

*HT52106A Nationalism, Democracy and Dictatorship in Eastern Europe

*HT52222A The Age of News 1850-1990

*HT52220A Introduction to the History of the Modern Middle East

HT52212A Bodies and Drugs: A Global History of Medicine

HT52077A Britain Through the Lens

HT52203A Empires in Comparative Perspective: Imperium Romanum to Pax Americana

HT52079A Heresy, the Occult and the Millennium in Early Modern Europe

HT52109A Visual and Material Culture in Early Modern Europe

HT52219A Histories of Sexualities

Students may also choose from the list of Group II 30-credit intercollegiate modules offered by the other colleges of the University of London

15-credit modules:

*HT52122C Work Experiences in History

*HT52124B London's Burning: Social Movements and Public Protest in the Capital 1830-2003

HT52082A Imagining Africa: Ideology, Identity and Text

HT52224A Homosexuality and Capitalism

Media Year 2 Options

Please see Media Options booklet

Academic Year of Study: 3

Module Title	Module Code	Credits	Level	Module Status	Term
Interdisciplinary Final Project	MC53073A	60	6	Compulsory	Autumn/Spring
History option(s) – can be 2 x 15 credit options		30	6	Optional	Autumn/Spring
Media option(s) – can be 2 x 15 credit options		30	6	Optional	Autumn/Spring

History Year 3 Options 2019-20

30-credit modules:

HT53076A Health, Healing and Illness in Africa

HT53102C Mediterranean Encounters:

HT53200C Modern South Asia: Body, Society, Empire and Nation, c.1600-1947

HT53211A The People's Century: Social, Political and Cultural Change in Twentieth-Century Britain

HT53198A Utopian Visions: The Soviet Experience Through the Arts

HT53101A Yugoslavia: History and Disintegration

HT53120A Life in the Trenches: Perspectives on British Military History 1914-18

HT53208A Medicine on the Silk Roads: Traditions and Transmissions

HT53107C Poverty, Dress and Identity in Nineteenth-Century England

HT53210A Radicalism During the English Revolution, 1641-1660

HT53036A Sex and the African City: Gender and Urbanisation in Southern Africa

(There will also be new 30-credit modules in History and Journalism, History of Sexualities and Middle East History – the relevant staff are newly appointed and will be devising their new 2019-20 modules in 2017-18)

15-credit modules

HT53087A Early Modern European Philosophy

HT53215A Global History of Buddhism

HT53122C Work Experiences in History (if not taken in Year 2)

HT53205B 1851, The Great Exhibition: Material Culture, Nation and Empire

HT53199A The Fictional Nineteenth Century

HT53209A History of Asian Medicine

Media Year 3 Options

Please see Media Options booklet

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

Both departments have strong links with employers for work experience, placement opportunities and future career pathways.

Programme Title:

In Media, there are strong links and contacts between School of Journalism staff and a range of national media organisations like the *Guardian* and the BBC. Students are offered and given advice and assistance in seeking work experience and placements as well as extensive career advice. Alumni of School of Journalism programmes are employed across the national and international media in a variety of roles.

Additionally, in Year 3, students will have the option to take a 15-credit work placement module, in which a placement is assessed by a reflective essay. These placements can be either arranged directly by the student, so long as they conform to the Department's criteria, or can be taken from one of a number of pre-existing placements that have been agreed with specific media organisations. Students choose options in the Spring term of their second year and the work placements are normally taken in the summer between Years 2 and 3.

Work placements in History are offered through the 15-credit Work Experiences in History option that students may take in the Sprint Term of either their second or third year. The Department has established links with a range of partner institutions including St Paul's Cathedral, Jewish Museum, Cinema Museum, National Maritime Museum, London Metropolitan Archives, Bishopsgate Institute, Museum of London Docklands, Wellcome Library and Archive.

Students undertake a placement, one day per week for 10 weeks, in one of the institutions, working on a project

agreed between the History Department and the partner institution. This might include, but is not limited to, contributing toward an exhibition, archiving or working in the education department. The module is assessed by a reflective journal and an essay. Students who wish to take Work Experiences in History are required to submit a personal statement, stating their choice of institution, what interests they about it, what type of work they would hope to do there and what topics/areas they would like to research, relating these to their other module choices and possible future plans. The statements are assessed by the module convenor.

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 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.

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

General Programme Costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information 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/>).