

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 Politics
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)	LV21
HECos Code(s)	(100302) History 50% (100491) Politics 50%
QAA Benchmark Group	History
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
Politics and International Relations

Programme overview

Taught jointly by the Departments of History and Politics and International Relations, this degree applies methods and concepts from both areas to inform study, and students are encouraged to examine links between the two disciplines. Our interdisciplinary approach will give students insights into the ways that social, cultural and political institutions have shaped, and continue to shape, our society. Throughout the three years students study a range of units offered by both Departments and are encouraged to examine links between the two areas. The study of the relationships between Historical processes and politics will be enhanced by Goldsmiths' growing reputation as a centre of excellence in cultural and social processes.

Programme entry requirements

A-level: BBB

BTEC: DDM

IB: 33 points, HL655

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

At Goldsmiths we offer innovative and challenging degrees in history and politics, as well as a stimulating environment amongst a diverse and exciting community of students. Many of our students have achieved very high A-level grades, and that is reflected in our standard A-level offer.

But above all we're looking for potential students who can demonstrate the range of skills, talents and interests necessary for this work, either through traditional A-levels or otherwise. We believe that all able students of whatever age and background who have the ability should have the chance to study at Goldsmiths, and we actively encourage applications from students with a wide range of relevant qualifications, especially the access diploma. We also offer a year 0 (foundation year) for students who need more preparation and experience before embarking on the BA. This is a longstanding commitment

and practice. Consequently, over many years, a large number of our students have come from non-traditional backgrounds.

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 main purpose of the programme is to offer a challenging and flexible scheme of study invigorated by current research that advances students' intellectual engagement with both history and politics. The degree offers a thorough grounding in historical concepts and methods; in political ideas; and in political institutions. The programme is intended to increase students' knowledge and understanding of past societies, and of the dynamic relationship between the disciplines of history and politics, as well as to develop their critical and analytical skills.

The programme aims to:

- Enhance an understanding of the ways in which societies change and develop.
- Promote an understanding of politics through knowledge of past social organisation.
- Induct students into research techniques for the study of both history and politics.
- Promote critical thinking informed by knowledge of a diversity of challenging historical and political theories of interpretation and evidence.
- Foster an awareness of cultural diversity by comparative study of past societies in a range of geographical areas.
- Expand students' knowledge and understanding of political ideas and theories, and the processes of government.
- Create an understanding of societies and peoples in the past through a study of their cultures, values, beliefs and material circumstances.
- Foster an awareness of the process and the consequences of historical change.
- Nurture an ability to analyse, evaluate, argue and communicate, presenting and defending views clearly and coherently in a variety of written formats, and in oral seminar presentations.
- Promote independent critical and evaluative skills, and intellectual curiosity.
- Create an environment that enthuses and enables students to continue and develop their skills and interests in history and in the study of politics.

What you will be expected to achieve

By the end of the programme students should be able to:

Knowledge and Understanding		Taught by the following modules
A1	demonstrate knowledge and understanding of a range of periods of history focusing on British, European and non- European societies and their political systems	all modules except Work Experiences in History

A2	demonstrate knowledge and understanding of the use of and interpretation of historical and political texts, including primary and secondary written, visual and oral source material	all modules
A3	demonstrate knowledge and understanding of the methods, concepts and terminologies employed in the study of history and politics and the analysis and interpretation of political action	all modules
A4	demonstrate knowledge and understanding of the significance of history in shaping societies and political institutions, and its current role and applications	all modules
A5	demonstrate knowledge and understanding of the ideologies that have most powerfully shaped and influenced political argument and debate in European societies and their impact on policy debates	all modules

Cognitive and Thinking Skills		Taught by the following modules
B1	analyse and assess historical evidence and arguments and a range of political ideas found in classical political texts	all modules
B2	employ and make appropriate use of the language and concepts at the heart of historical and political studies	all modules
B3	understand and contextualise events, institutions and cultures from the past and assess their implications for contemporary political action and institutions	all modules
B4	formulate and present coherent, logical and persuasive arguments about historical issues and political behaviour and events	all modules
B5	demonstrate a capacity for insight into complex historical events and changing political beliefs and actions	all modules
B6	demonstrate knowledge and understanding of the inter-relationship between history and politics	all modules

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	understand processes of historical change and their impact on political beliefs and institutions	all modules
C2	assimilate information about past societies and cultures and use that knowledge to comprehend complex political arguments	all modules
C3	apply and utilise the vocabulary of history and politics in the formation of critical arguments	all modules
C4	employ key concepts in historical and political debate in assessing historical events and contemporary political developments	all modules
C5	draw upon and make appropriate use of a wide range of historical and political sources	all modules
C6	undertake research into historical and political	

	questions in order to assemble, organise and present their findings	all modules
C7	produce written work to appropriate standards of presentation, organisation, relevance, referencing and bibliographical detail	all modules
C8	demonstrate an awareness and understanding of the interrelationship between the study of history and the study of politics	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	express complex ideas clearly and coherently in both written and oral form	all modules
D4	analyse evidence critically and independently	all modules
D5	assimilate large quantities of complex material	all modules
D6	formulate and present clearly and logically expressed arguments and offer critical assessments with appropriate evidence	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 collaboratively with staff and their peers as well as work independently and with initiative	all modules

How you will learn

The Departments of History and Politics and International Relations are committed to using a range of teaching and learning methods in delivering the curriculum and engaging students in the teaching and learning process. Modules usually involve a weekly lecture to provide introductory guidance to topics and audio-visual materials are used where appropriate. Lectures are accompanied by complementary seminars that provide the opportunity for group discussion among tutors and students. The seminars also provide a forum for student presentations and, coupled with the lectures, are designed to equip students with a sound knowledge of the canons of the disciplines of History and Politics and the critical skills to think independently and express themselves in an informed and persuasive fashion. Students are also expected to learn about the subject through independent study and background reading which is also supported by guidance from academic staff. Tutors are available every week through the consultation and feedback times to discuss module topics and provide guidance and feedback on essays and presentations.

The Library and Information Services facilities of the College provide access to a wide range of library

and electronic resources that are supplemented by the provision in the University of London Library at Senate House. A wide range of audio-visual materials are available to all undergraduate students within the RISB collection. The College's English Language Centre provides support for students in skills such as essay writing, the planning and preparation of work, and examination technique. Students are able to give feedback on modules through module evaluation questionnaires and the programme monitoring system at Goldsmiths. This enables the two Departments to devise further improvements where needed.

Cognitive and thinking skills are developed and cultivated across the degree curriculum. Students are continuously exposed, through lectures and seminars, to a variety of historical and political perspectives, languages and interpretations. The module content and aims direct students to the relevant materials, focus on the development of individual skills, and highlight the need for progression as they proceed through the degree. Lectures provide students with a range of relevant historical materials and political arguments. Seminars require students to prepare for and contribute to structured discussions on key issues. Preparation for coursework requires students to engage in individual research into a range of problems and to present their findings in a coherent and analytical form. Thus students are constantly encouraged to capitalise on opportunities for self-managed learning and to develop independent thought and self-expression.

The development of subject-specific skills is cultivated and encouraged across the curriculum through the intensity of the focus on different analytical and presentational skills and the expectations of students' abilities to undertake high quality work independently. These requirements are increasingly demanding as students progress through the module. All modules are accompanied by full documentation that is reinforced by handbooks in both departments and the guidance for dissertations which support the acquisition and development of subject specific skills. These skills are continuously honed and tested in seminar discussions and feedback and discussion on coursework. This is particularly important in the detailed support, guidance and feedback provided by dissertation supervisors.

Powers of self-expression, willingness and ability to participate in open discussions are developed throughout the programme 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 final year interdisciplinary dissertation. 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.

Skills in written expression are developed through formative and summative essays and staff feedback on student performance. Clear criteria for the assessment of written work that stresses clear expression, and rigorous, informed argument is included in the joint degree handbook. Academic staff offer module specific help to students to assist the development of their transferable skills and personal tutors are available to support students on matters such as time management, information management, and the development of analytical and communication skills.

How you will be assessed

Knowledge and understanding and subject-specific skills are assessed by a mixture of formative and summative assessed coursework in the form of essays and presentations as well as unseen examinations. Additionally students must complete at least one dissertation of 8-10,000 words.

Intellectual skills are nurtured and assessed through coursework for which students are given feedback. Students are assessed through written essay assignments and varying forms of examination that test different skills. Additionally the dissertation element in the final year assesses the ability of students to

conduct an extended piece of research and write up their results.

Transferable skills are tested and assessed, both formally and informally, throughout the degree programme in a continuous process. Students must submit work on a number of occasions throughout the academic year and are offered written as well as verbal feedback. The progression of transferable skills is measured through the dissertation element that marks the culmination of the process of skill acquisition during the degree.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	<p>90% - 100%</p> <p>LEVEL 4 Exceptional work demonstrating excellent research skills with critical grasp of a wide range of relevant primary and secondary material Independent thinking and awareness of methodological issues Confident understanding of historical context Assured clear writing of sustained quality Excellent references</p> <p>LEVEL 5 Exceptional work showing extremely high level of research skills, sophisticated analysis of a range of primary and secondary material and significant original thought Excellent understanding context and historiography Assured clear writing of consistently high quality Excellent references</p> <p>LEVEL 6 Potentially publishable work showing original and innovative research Skilled critical analysis of a wide range of primary and secondary sources Highly developed understanding of context and historiography Confident, well structured argument of consistently high quality Excellent references historiography Assured clear writing of consistently high quality Excellent references.</p> <p>80%-89%</p> <p>LEVEL 4 Outstanding work demonstrating high level of research skills, and sound methodology Independent well structured and sustained argument Good understanding of historical and historiographical context Good grasp of wide range of primary and secondary material Excellent references and bibliography.</p> <p>LEVEL 5 Outstanding work demonstrating excellent research skills. Strong independent sustained argument in a clear well thought out project. Critical grasp of wide range of primary and secondary material Excellent understanding of historical and historiographical context. Excellent references and bibliography.</p> <p>LEVEL 6 Outstanding work demonstrating extremely high level of research skill with critical grasp of a wide range or relevant</p>

		<p>material. Some significant original thought. Well developed understanding of historical and historiographical context. Confident assured writing of consistent quality. Excellent references and bibliography.</p>
70-79%	I: First (Excellent)	<p>LEVEL 4 Good use of the specific assessment format. Confident, well structured argument. Strong research skills and awareness of methodology. Understanding of historical and historiographical context. Good grasp of a range of primary and secondary material. Good references and bibliography.</p> <p>LEVEL 5 Sophisticated use of specific assessment format. Clear independent sustained argument and very strong research skills. Good grasp of a range of primary and secondary material. Good understanding of historical and historiographical context Excellent references and bibliography.</p> <p>LEVEL 6 Sophisticated and innovative use of assessment format. Excellent research skills. Well developed independent sustained argument. Critical understanding of a range of relevant material. Good understanding of historical and historiographical context. Excellent references and bibliography.</p>
60-69%	lii: Upper Second (Very good)	<p>LEVEL 4 Shows good understanding of differences in assessment requirements. Good research. Clear fluent writing Understanding of most relevant secondary and some primary material. Awareness of historiographical context. Good references</p> <p>LEVEL 5 Good use of the specific assessment format. Good research skills. Understanding of a range of relevant material including range of primary sources. Clear well structured and sustained argument Good understanding of historical and historiographical context Sound references.</p> <p>LEVEL 6 Sophisticated use of specific assessment format. Well-developed research skills. Well-structured and consistently clear argument. Independent approach to a range of relevant material including range of primary sources. Confident handling of context. Excellent references and bibliography.</p>
50-59%	liii: Lower Second (Good)	<p>LEVEL 4 Understands and meets the assessment requirements. Satisfactory level of research and awareness of primary sources. Clear expression. Satisfactory attempt at analysis and awareness of historiographical context. Few weaknesses in referencing.</p> <p>LEVEL 5 Understands and meets the assessment requirements. Good research skills. Attempt to present a thoughtful</p>

		<p>argument. Satisfactory range of material considered, use of some primary sources and understanding of historical and historiographical context. Satisfactory references</p> <p>LEVEL 6</p> <p>Understands and meets the assessment requirements Good research into a satisfactory range of material. Awareness of a range of primary sources. Good understanding of historical and historiographical context. Clear well expressed argument. Good references.</p>
40-49%	III: Third (Pass)	<p>LEVEL 4</p> <p>Attempts to meet assessment requirements. Fair response to the question. Some evidence of research. Few weaknesses in understanding and expression. Fair understanding of context. Some attempt at analysis. Some weaknesses in referencing.</p> <p>LEVEL 5</p> <p>Meets the assessment requirements. Satisfactory level of research. A few weaknesses in argument and expression Is able to place the topic in context. Makes attempt at analysis and shows awareness of primary sources. Few weaknesses in references</p> <p>LEVEL 6</p> <p>Meets the assessment requirements Fair level of research including primary and secondary sources. Minor weaknesses in expression or argument. Fair understanding of context. Reasonable analytical approach. Satisfactory references</p>
25-39%	Fail	<p>LEVEL 4</p> <p>Failure to understand the assessment requirements. Little substantive research. Substantial irrelevant material. Significant weaknesses in understanding and expression. Major weaknesses in referencing. Very poorly expressed Inadequate or poorly formulated references.</p> <p>LEVEL 5</p> <p>Failure to properly meet the assessment requirements. Limited level of research. Presents much inaccurate or irrelevant material. Serious failures of understanding, inability to answer the question effectively. Serious weakness of argument and expression. Significant weaknesses in referencing.</p> <p>LEVEL 6</p> <p>Failure to engage appropriately with assessment requirements. Unsatisfactory level of research. Presents inaccurate or irrelevant material. Serious failures of understanding, inability to critically engage with the question. Weakness of argument and expression some weaknesses in referencing.</p>
10-24%	Bad fail	<p>LEVEL 4</p> <p>Failure to understand the assessment requirements Little research. Inability to formulate argument, weaknesses in understanding. Significant failures in expression, organisation and referencing</p> <p>LEVEL 5</p> <p>Failure to properly meet the assessment requirements</p>

		Little substantive research Inability to formulate argument Significant irrelevant material, some failures of understanding. Very poorly expressed. Inadequate or poorly formulated references LEVEL 6 Failure to engage appropriately with assessment requirements. Inadequate research Weak or unsupported argument. Much irrelevant material. Inadequate attempt to provide references. Poor level of understanding. Weaknesses in argument and expression.
1-9%	Very bad fail	Very bad fail: A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non valid attempt and module must be re- sat the following year).
0%	Non submission or plagiarised	Non submission or plagiarised assessment: A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

In both departments the programme is organised according to a credit based scheme. Over the three years of the programme, students take 360 credits.

At Level 4 you study a foundation module in historical methods and concepts, as well as one other option of your choice selected from history of ideas, modern political history or religion, peace and conflict. You also choose two introductory politics modules.

You take:

- Concepts and Methods in History
- One of the other first year 30-credit History modules
- Two Politics modules from an approved list provided by the Department of Politics and International Relations

Level 5

At Level 5 you study Modern Political Theory, plus politics courses of up to 30 credits of your choice, and two history options. You can also take a 'related study' – a relevant approved module from another department.

1. The compulsory module covers Modern Political Theory.
2. One other 30 credit Politics module from an approved list provided by the Department of Politics and International Relations
3. 60 credits' worth of History modules, 30 credits of which may be a Group 2 module

Level 6

At Level 6 students take:

1. An interdisciplinary dissertation that will develop their own personal interests and demonstrate an integrated understanding of both history and politics. This is housed in the Politics and International Relations department but students are encouraged to seek additional academic support in the History department.
2. A range of specialist courses from the two departments
3. Students also have the option of taking a Special Subjects module selected from the 40 or so available through the other University of London institutions.

ERASMUS

The Erasmus scheme enables a number of History and joint honours students to study at one of the following institutions - University of Copenhagen, University of Amsterdam, Dalarna University (Sweden) and American University in Bulgaria (Blagoevgrad) - during the Spring and Summer terms of the second year of their degree. In return Goldsmiths welcomes a comparable number of students from these institutions in exchange. Interested students need to apply in the Spring Term of their first year.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Concepts and Methods in History	HT51017A	30	4	Compulsory	1-2
Modules to the value of 30 credits from a list of approved modules from the Department of History	N/A	30	4	Optional	1-2
Modules to the value of 60 credits from an approved list of provided by the Department of Politics and International Relations	N/A	60	4	Optional	1-2

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to the value of 60 credits from a list modules provided annually by the Department of History	N/A	60	5	Optional	1-2
Modern Political Theory	PO52002B	30	5	Compulsory	1-2
Modules to a value of 30 credits from a list of an approved list of provided by the Department of Politics and International Relations	N/A	30	5	Optional	1-2

Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation	PO53014A	30	6	Compulsory	1-2
Either: one History Special Group 3 paper, Or: modules to the value of 60 credits from a list of modules provided annually by the Department of History	N/A	60	6	Optional	1 - 2
Modules to the value of 30 credits from an approved list of provided by the Department of Politics and International Relations (note that if two 15 credit modules are taken, one must be in the	N/A	30	6	Optional	1-2

autumn term and one in the spring term)					
Or: Modules to the value of 60 credits from an approved list provided by the Department of Politics and International Relations (note that if four 15 credit modules are taken, two must be in the autumn term and two in the spring term)	N/A	60	6	Optional	1-2
And: Modules to the value of 30 credits from a list of modules provided annually by the Department of History	N/A	30	6	Optional	1-2

Academic support

Both the History and Politics and International Relations Departments consider the provision of a high quality teaching and learning environment and the monitoring of teaching quality to be a key goal.

Support for learning is provided in a wide range of ways beginning with summer mailings, induction meetings, and first-year study skills sessions. Subject-specific support is provided through, lectures, seminars, and feedback on coursework activities which is delivered via the VLE and in person during seminars and scheduled one-to-one feedback and consultation times. Dedicated VLE study skills areas have been set up for years 1 and 2, and the Dissertation VLE provides support for students preparing their final year dissertations. Structures of support in place for students throughout their programme include peer mentoring through the Peer Assisted Learning scheme, the Personal Tutor system, attendance monitoring, and referrals to the Senior Tutor and English Language Centre/Academic Skills Centre when necessary.

Advance information is mailed to students during the summer vacation. Individual timetables are available online to each student. This support is consolidated at induction meetings held with each cohort in the first week of the academic year. Students in all cohorts are encouraged to meet with their personal tutor. For first year students these meetings provide a further introduction to this degree, and directed learning support; for continuing students, such appointments may include the discussion of academic performance from the previous year. In addition, since 2004-5, a peer mentoring system has been in place in both Departments to provide academic support for first-years.

Lectures provide concise overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework activities build on lectures and seminars, and coursework feedback forms provide in-depth comments on assessed work. Weekly feedback and consultation times offer students additional opportunities to consult staff in the capacity of both personal tutors and module tutors.

Personal Tutor meetings, individual and group, are scheduled at specific points throughout the academic year. Individual meetings review progress by discussing coursework marks and feedback for all modules, ensuring regular monitoring of individual students' learning. They also provide an indication of areas for strengthening during the coming year. Group meetings are scheduled in the Spring term with a specific purpose to advise students on module selection, personal development and careers advice where appropriate.

Student progress is also reviewed via a robust departmental attendance monitoring procedure which enables us to identify and therefore address issues promptly. Students with serious issues are referred to the departmental Senior Tutor.

Standards of instruction and level of learning-support are regularly reviewed at the Departmental Learning and Teaching Committee.

A variety of library resources and arrangements further enhance learning. The History Department upload required weekly readings on each module VLE which provides support for compulsory and many option modules. Heavily used texts are placed on reference and short-loan. Tutors in the Politics and International Relations department will either provide Course Readers which includes collated key readings for their particular module, or will upload key readings on the VLE. In addition to College and Departmental resources, students are encouraged to make use of the excellent library and online collections in other University of London libraries.

Study skills sessions on research and writing skills for first and second year students and referral to Academic Skills Centre are further valuable learning-support resources. Basic IT skills are introduced to first years and developed within the Concepts and Methods module through specially designed, lectures, workshops and tutorials—these skills are tested through assigned tasks. Peer Assisted Learning encourages students to seek learning-support from trained student mentors through offering drop-in sessions on targeted topics. Students with learning disabilities or other disabling barriers are referred to Student Support Services for additional support.

Links with employers, placement opportunities and career prospects

Skills

Degrees in history and combined subjects develop your critical and analytical skills, your ability to express ideas clearly and your expertise in gathering insights from a range of subjects. Historical research enables you to gather and select from a range of materials – literary and visual. It teaches you to write with imagination and clarity.

Careers

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

Work Experiences in History is an exciting and innovative new 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. 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 each February. It should give students a great chance to test out their career ideas, develop skills and increase their employability.

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.