

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
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)	V101
HECos Code(s)	(100302) History
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
Not Applicable

Programme overview

History is fascinating and exciting – key qualities to help you through a degree. It's also important. Studying History at degree level helps us to understand how the world came to be as it is now, and to understand why people behaved as they did in the past. That can help us shape our own futures. At History's core is the story of the diversity of human life – especially with the innovative and thematic way it's taught at Goldsmiths.

Why study BA History 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 the subject, and will encourage students to explore issues, controversies and themes rather than chronological periods
- The geographical range of our courses includes Asia, Africa, Eastern and Western Europe, and the Middle East
- We make our students our top priority; students work with staff who are enthusiastic researchers as well as being excellent teachers, many being recognised as international leaders in their field
- History at Goldsmiths achieved a high score of 93% for teaching and 90% overall satisfaction in the 2016 National Student Survey (NSS)
- The Department of History is 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 critical, analytical and communication skills; we encourage thinking beyond the traditional boundaries of subjects in ways which employers really value
- Through the degree, students will learn to solve complex problems, think critically and creatively, and communicate with clarity
- Students who graduate from Goldsmiths with a History degree achieve the highest-paid jobs among

all History graduates across the UK after leaving university

What you study

The structure of the history degree is flexible. In your first year you take compulsory modules that introduce you to the discipline, and then in your second and third years you're free to choose all your preferred options (subject to timetabling constraints). You can choose to study medieval, early modern, or modern history, or choose a variety of periods to suit your interests. With the advice of your personal tutor, you can create your own pathway through the degree programme. You also have the opportunity to take courses at other University of London institutions – including over 60 'Special Subjects' covering just about everything.

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 educational aims of this programme are informed and guided by:

- The mission statement of Goldsmiths College to focus on the study of creative, cultural and social processes
- The mission statement of the Department of History
- The benchmark statement for History; the QAA Code of Practice; the Learning and Teaching strategy for Goldsmiths College; the National Qualifications Framework.
- The main aim is to create an interesting and challenging scheme of study which is informed by current research. The programme is intended to increase students' knowledge and understanding of the past, and to develop their critical and analytical skills.
- The programme is intended to:
- Create an understanding of societies and peoples in the past through a study of their cultures, values, beliefs and material circumstances.

- To foster an awareness of the process and the consequences of historical change.
- To be able to compare past societies and cultures through the study of a range of geographical areas and different periods.
- To engage with the interpretive nature of History, and the arguments concerning the past which have been, and are currently being, developed by historians.
- To foster the ability to apply historical evidence in order to form independent judgements and arguments, with due regard to issues of context and authenticity.
- To encourage the development of the skills required in order to develop and present their own views clearly and coherently in written form, and in a range of length formats.
- To encourage the development of the skills required in order to develop and present their own views clearly and coherently orally.

To create an environment which enthuses and enables students to continue and develop their skills and interests in history.

What you will be expected to achieve

On successful completion of the programme you will be expected to have demonstrated:

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 History at Work
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 the significance of history in shaping societies and institutions, and its current role and applications	all modules
A5	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 a wide range of materials on complex historical issues	all modules
B3	formulate coherent and persuasive interpretations and arguments	all modules
B4	express views logically and coherently through lucid, thorough and reasoned accounts in both oral and written forms	all modules
B5	assimilate and evaluate alternative views	all modules
B6	understand and apply theoretical approaches to history	all modules

B7	frame a problem, hypothesis or specific subject matter	all modules
B8	establish the detail and context for any general assumption	all modules
B9	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	understand why and how historical change takes place	all modules
C2	assimilate information concerning past and present societies and cultures	all modules
C3	apply historical arguments and explanations critically and with independence of mind	all modules
C4	assess the relative value of a range of material	all modules
C5	identify and respond to important issues raised by primary evidence and secondary accounts	all modules
C6	interpret a range of textual evidence including written sources from medieval to modern, visual and oral evidence	all modules
C7	organise research and projects through bibliographic searches and systematic reading and consideration	all modules
C8	present findings through lucid, thorough and reasoned accounts in both oral and written forms	all modules
C9	compare theoretical ideas and make reasoned judgments about their strengths and weaknesses	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	be non-judgmental and sensitive to alternative perspectives	all modules
D8	time manage and take responsibility to meet deadlines	all modules
D9	think critically and cultivate intellectual curiosity, while being sensitive to alternative perspectives	all modules
D10	work in a team, being aware of group dynamics, and appreciating the productive nature of joint	all modules

	work	
D11	be a self-reflective learner who is aware of personal strengths and areas of improvement	all modules
D12	work independently and with initiative	all modules

How you will learn

KNOWLEDGE AND UNDERSTANDING:

The Department believes in the importance of using a range of learning and teaching methods. Most modules are taught on the basis of weekly lectures and seminars. Weekly lectures for each module 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. Library skills are introduced in Induction Week for year 1 students, and developed in tutorial sessions. Basic study skills sessions, including essay writing, oral presentation and research skills, are provided for all first-year students. A specially designated VLE Study Skills area for first and second year students contains the relevant resources and advice to aid students during their course of study. History Third Year Dissertations VLE contains specific dissertations related guidance for final year students. Weekly seminars for each module provide the opportunity for group discussion amongst tutors and students. The seminar provides a forum for student presentations, both individual and collaborative.

In History, structured guided reading is a major component within the teaching and learning process. Detailed bibliographic guidance is given for all modules, and where useful this includes web-based material, mainly presented through a Virtual Learning Environment. Preparatory reading by students is the basis for essay writing and of group discussion in seminars. Students learn about the subject through independent study, planning their own bibliographies, researching and writing essays, for which detailed guidance and feedback are provided. Tutors are available every week in order to give help and feedback on essays. Staff/student fora and termly administered module evaluations enable students to give feedback on modules, which assists the Department in devising further improvements.

The Library and Information Services facilities of the college provide the books and online scholarly resources which form the basic learning materials of the student, and these are supplemented by the University of London Library at the Senate House. Other specialist libraries are available for students in the third year doing special subjects, for instance SOAS and the Warburg Institute.

The English Language Centre (ELC) provides assistance for students whose mother-tongue is not English. The Department also coordinates with the Academic Skills Centre to provide workshops on essay writing and exam preparation for first years. The Department is involved in Peer Assisted Learning (PAL) which provides further peer support for first-years.

Visits to relevant museums, galleries, archives and sites are used where appropriate across the programme—for instance a visit to Crystal Palace Park and Museum is integral to the teaching of the module 1851: The Great Exhibition. Weekly visits to museum and cultural heritage sites for a significant component of student learning in the module London History. For the module Work Experiences in History, student learning takes place through weekly work placements at cultural and heritage institutions, including the Museum of London at Docklands, St Paul's Cathedral, The Cinema Museum and the Wellcome Library.

Year 1 consists of 4 compulsory modules, including Concepts and Methods in History, which employ a thematic approach and emphasise ideas and concepts, narratives and analysis, the study of time, and the use of visual as well as documentary resources. These provide a basis for students making an informed choice of optional modules in years 2 and 3. In year 2 students select 120 credits worth of options from a range of periods and subjects according to their interests, including the possibility of

selecting one 30 credit module from a list of related studies modules in other departments and a range of intercollegiate modules (Group II Papers) offered federally by the University of London. In year 3 students are required to choose a special subject from a range of modules taught federally across the University of London, including at Goldsmiths. These are documents-based modules which are double weighted as 60 credits and are assessed by examination and dissertation. In addition they select 60 further credits from the departmental list of modules.

COGNITIVE AND THINKING SKILLS

These skills are developed throughout the programme by a range of means. These include:

- attention to module content and module aims, to ensure that they focus on developing
- the individual skills required for the programme, and that they show progression throughout the various levels of study.
- lectures present students with a range of relevant historical material and arguments.
- seminars require students to engage in structured discussion on key issues relating to the module.
- essays require students to engage in detailed individual research into a range of problems, and to present their findings in a coherent and analytical form.
- seminar presentations and groupwork activities require students to communicate with fellow students, engage in debate and present their findings in oral form.

SUBJECT SPECIFIC SKILLS

These skills are identified and cultivated throughout the curriculum. Students are introduced to and engaged in historical discussion and debate in all modules. Students use and are taught the use of documentary evidence throughout the programme, and specifically in Concepts and Methods and the Special Subject. All modules are taught using appropriate bibliographies. Skills are continually honed and tested by seminar discussion and diagnostic essays with tutor feedback, as well as consultations between tutors and students on their chosen dissertation topic. All dissertations enhance the students' ability to present their findings clearly and logically; in addition, Year 3 Special Subject dissertations form an introduction to research methods, including use of documentary material, on which students continuing at postgraduate level can build.

TRANSFERABLE SKILLS

Powers of expression and analytical skills are developed throughout the programme by seminar discussion and the completion of coursework activities, including essay writing, book reviews, groupwork activities, exhibitions and seminar presentations,. They are encouraged and refined through staff feedback. Active learning skills are taught in all aspects of the work and are encouraged for example through required self-assessment activities in relation to written coursework.

How you will be assessed

KNOWLEDGE AND UNDERSTANDING:

All modules have formative coursework (which may include essays, online blogs, video clips, webpage presentation, book

reviews, gobbet or primary source analyses, 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.

Summative assessment at the end of the academic year is in the form of 2 or 3 hour unseen examinations, dissertations of 8-10,000 words or by portfolios of work. Unseen exams assess whether students gain a broad and continuous knowledge of a given module. Essays allow students to explore in more depth focussed periods or areas of study. Gobbet analyses assess students' ability to contextualize and interpret primary source material. Journals allow students to reflect in depth around a particular learning experience.

COGNITIVE AND THINKING SKILLS

Intellectual skills are nurtured and assessed through formative coursework, in the form of written assignments of various lengths. These are graded and given detailed feedback. Feedback is also provided through responses and guidance given in seminar discussions. There is also summative assessment through a range of examination methods which test different skills. These include the ability to analyse and interpret primary source material (gobbets) to formulate and write essays under examination conditions, and to conduct an extended piece of research and writing in the form of a dissertation. Unseen examinations are designed to test students' knowledge of a wide range of topics, in contrast to dissertations, which test students' capacity to engage in research on a particular specialised topic.

SUBJECT SPECIFIC SKILLS

These are tested by a range of assessment methods including written examinations, dissertations of different length and portfolios of work. The use of source material is specifically examined by gobbet analyses in Special Subject coursework and the examination, as well as through the Special Subject dissertation.

TRANSFERABLE SKILLS

These are tested at all stages of the programme. Powers of analysis in writing dissertations and examination answers, the ability to consider all aspects of the evidence and the issues it raises are specific components of the grading criteria. Examinations test students' capacity to work under pressure and to manage their time with some exactitude, transferable skills which will be of immense benefit to them in the world of work. IT skills are tested through web-based assessment activities—including groupwork projects, virtual exhibitions and online journals— utilising the VLE as well as online learning platforms such as Mahara.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	90% - 100% 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 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 LEVEL 6

		<p>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</p> <p>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</p> <p>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</p> <p>Outstanding work demonstrating extremely high level of research skill with critical grasp of a wide range or relevant 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</p> <p>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</p> <p>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</p> <p>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</p> <p>Shows good understanding of differences in assessment</p>

		<p>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%	Iii: 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 argument. Satisfactory range of material considered, use of some primary sources and understanding of historical and historiographical context. Satisfactory references</p> <p>LEVEL 6 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 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 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 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 Failure to understand the assessment requirements. Little substantive research. Substantial irrelevant material.</p>

		<p>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 Little substantive research Inability to formulate argument Significant irrelevant material, some failures of understanding. Very poorly expressed. Inadequate or poorly formulated references</p> <p>LEVEL 6</p> <p>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.</p>
1-9%	Very bad fail	<p>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).</p>
0%	Non submission or plagiarised	<p>Non submission or plagiarised assessment: A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.</p>

How the programme is structured

The programme is taught over 3 years (f.t) and 5 years (p.t). All students take 120 credits worth of modules. These include 4 compulsory 30-credit modules in year 1. (f.t); in year 2 (f.t.) 120-credit options from those offered by the department within which is the possibility of selecting one 30 credit-option either from a list of related studies offered by other departments or from a list of intercollegiate modules (Group II papers) offered by the University of London; in year 3 a compulsory special subject offered by the University of London, along with 60-credits worth of other optional modules. Every student chooses modules in years 2 and 3 which cover a range of periods, geographical areas and historical approaches. The programme is based on the concept of progression across three years, from very broad outline modules in Year 1 via somewhat narrower and more detailed modules in Year 2 to increased

specialisation in Year 3. Students may in year 2 and 3 take one 30-credit option from another relevant discipline with the consent of the Department.

Year 1 (Level 4)

In the first year you take four modules:

Concepts and Methods in History Religion, Peace and Conflict Dictators, War and Revolution, Self Citizen and Nation

Year 2 (Level 5)

In your second year you take four modules. You will be given a module-choice booklet during the second term of Year 1 and must submit choices online on the date specified. One 30-credit module may be chosen from the list of related studies offered by other departments or from a list of Intercollegiate Group II modules which are provided in the Spring Term. Students intending to select a Group II module should submit their choices by the specified date towards the end of the Spring term.

Year 3 (Level 6)

At Level 6 students take 120 credits worth of modules. Students are required to choose a history Special Subject (60 credits) from a range of Special Subjects taught federally across the University of London, including at Goldsmiths. One 30-credit option may be chosen from a list of related studies offered by other departments. Students are asked to make their module and Special Subject sections during the Spring Term of the second year.

ERASMUS

The Erasmus scheme enables a number of History 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 or for the duration of the full year (10 or 12 months, depending on the institutional agreement). 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
Religion, Peace and Conflict	HT51019A	30	4	Compulsory	1-2
Dictators, War and Revolution	HT51020A	30	4	Compulsory	1-2
Self, Citizen and Nation	HT51023B	30	4	Compulsory	1-2

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to a value of 120 credits from a list approved annually from the History Department	N/A	120	5	Optional	1-2

Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Status	Term
One University of London, group 3 paper	N/A	60	6	Compulsory	1-2
Modules to a value of 60 credits from a list approved annually from the History Department	N/A	60		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

Degree in History develops 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.

Graduates have embarked on a wide range of careers, in which they are able to use the skills acquired through their history degrees in various different contexts. These include: 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 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

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.