

BA (Hons) Anthropology and Visual Practice

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London**Name of Final Award and Programme Title:** BA (Hons) Anthropology and Visual Practice**Name of Interim Exit Award(s):** Not applicable**Duration of Programme:** 3 years full-time**UCAS Code(s):** L602**HECoS Code(s):** (100436) Anthropology**QAA Benchmark Group:**

Anthropology: Communication, Media, Film and Cultural Studies

FHEQ Level of Award: Level 6**Programme accredited by:** Not applicable**Date Programme Specification last updated/approved:** November 2019**Home Department:** Anthropology**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

Programme overview

This programme combines a grounding in anthropology with training in practical skills in photography, videography, and audio recording.

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.

IB: 33 points overall with three higher level subjects at 655
BTEC: DDM

Access: Pass with 45 Level 3 credits including a number of distinctions/merits in subject specific modules or equivalent;

Mature students/non-standard entry: applicants will normally have passed an accredited Access to University module from a UK institution in either anthropology, a related subject, or a general one in humanities or social sciences.

Non-native English-speakers will normally have to satisfy the requirements of IELTS (6.0) with a 6.0 in writing and no element lower than 5.5

The programme is designed to attract a range of students from diverse backgrounds, therefore many applicants are also interviewed so that the following additional criteria may be evaluated:

- reasons for applying to do a degree in anthropology
- reasons for applying to Goldsmiths
- background knowledge/expectations of subject
- intellectual potential and analytic skills
- ability to express ideas verbally and engage in debate
- motivation to complete the programme
- Sensitive and detailed interviews therefore can alter the usual criteria for entry on a case-by-case basis

Aims of the programme

The overall purpose of the programme is to offer a challenging and contemporary syllabus, shaped by current research, which enables students to develop their critical capacity, become sensitive to the cultural context of all aspects of society, and gain an understanding of the main theoretical underpinnings of anthropological analysis. In addition, it will enhance this training experience by providing a repertoire of digital production skills that will provide specialist academic as well as vocational opportunities. Individual modules contribute to attitudes of open-mindedness and flexibility, and an enhanced understanding of social life.

What you will be expected to achieve

Students who successfully complete the programme will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	analyse contemporary anthropological approaches to studying and representing cultures taking into account the historical development of the discipline from the Enlightenment (and even earlier precursors) through to more recent important paradigmatic shifts;	Introduction to Social Anthropology; Anthropological Ideas; Thinking Anthropologically
A2	produce critical explications and analyses of the anthropological and ethnographic methodologies used, materials generated and theories developed with respect to in-depth study of a particular region;	Ethnography of a Selected Region I; Ethnography of a Selected Region II
A3	elucidate the contemporary relevance of anthropological approaches to social change so as to consider political and economic issues in the context of ideas about 'globalisation', 'cultural hybridity' and 'modernisation';	Politics, Economics and Social Change; Anthropology and Political Economy
A4	critically evaluate the main issues related to the anthropological study of a specific area or history and the effects of acute social and political change through intensive use of ethnographic writing;	Ethnography of a Selected Region II
A5	engage with a range of practical skills based around industry standard editing software and camera techniques, and apply these skills to the production of audio-visual work of a high standard within the field of Visual Anthropology;	Introduction to Visual Practice; Advanced Visual Practice; Individual Studies in Practice

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	engage, in an informed and scholarly manner, in key debates within contemporary anthropology around a wide range of issues such as gender and sexuality, new reproductive technologies, ethnicity, racism, reflexivity, health and	Optional Modules

Code	Learning outcome	Taught by the following module(s)
	medicine, art , environmental issues, and contemporary media;	
B2	form and present , under the close supervision of a member of staff, critical arguments related to a substantial and sustained individual anthropological project;	Individual Studies in Practice
B3	apply anthropological methodological and conceptual approaches to not just written documents but also photographic, audio-visual and digital records;	Introduction to Visual Practice; Advanced Visual Practice; Individual Studies in Practice

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	apply and appraise a diverse range of practical anthropological approaches to the study of cultures;	All Modules
C2	manipulate digital audio-visual files and sound files using a variety of industry standard software packages;	Introduction to Visual Practice; Advanced Visual Practice; Individual Studies in Practice
C3	produce high quality digital photographic work, audio recordings and audio-visual displays using professional level software packages both for discipline-specific fieldwork and as a means of disseminating anthropology to a public audience;	Introduction to Visual Practice; Advanced Visual Practice; Individual Studies in Practice

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	apply core research skills to an issue or project, including the collection and analysis of basic qualitative data and conducting bibliographic searches through sophisticated use of the internet and Library;	All modules
D2	undertake a complex project within a team, whilst being mindful of group	All modules

Code	Learning outcome	Taught by the following module(s)
	dynamics and reflecting on the productive nature of joint work;	
D3	work independently and take responsibly to manage one's time and meet deadlines;	All modules
D4	express complex ideas clearly in both written and oral form;	All modules
D5	engage in critical thinking, whilst being non-judgmental and sensitive to alternative perspectives;	All modules
D6	confidently use computers both for complex internet searches and the application of a range of industry standard software packages;	All modules
D7	confidently apply referencing skills and appropriate academic apparatus, using consistent bibliographic and quotation style;	All modules

How you will learn

Lectures. The compulsory and option modules use lectures of varying duration to summarize key concepts and developments in relevant debates. Students are required to read at least one set reading, which will be a common reference point for the lecture. The lecture will enable students to self - assess their comprehension, develop critical perspectives on the reading, place the reading within broader debates and the historical development of the field. The lecture will, additionally, provide a modelling of the way to summarise and critically interrogate ethnographic examples and other kinds of data. Each lecture will have a more extensive reading list which students are encouraged to explore, necessarily so if they choose to write their assignment in this area.

Seminars. The compulsory module and options modules employ seminars, of varying durations. Seminars provide students with practice in articulating their thoughts on complex theoretical texts and socio-cultural processes, and an opportunity to explore concepts in relation to examples and to test their ideas against and alongside others.

Film Screenings. Some optional modules are accompanied by film screenings and discussion groups.

Reading Groups. Some option modules are accompanied by a reading group. Close textual analysis of carefully chosen works will allow students to explore in greater depth a few key readings associated with the module and to further their collaborative learning.

Workshops. Some optional modules run student led workshops to further explore and develop ideas generated in seminars.

Consultation and feedback hours. Students are encouraged to visit lecturers outside class time to discuss ideas from the module and to plan essays.

Seminars and conferences within the Department of Anthropology as well as in other departments of the college, will complement and help enrich the students' understanding and development of ideas.

The VLE. The virtual learning environment is used to give departmental guidance and regulations, access to academic and other articles and links to websites.

How you will be assessed

Modules are assessed by a variety of methods appropriate to relevant learning outcomes, see below.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>Work that reflects an exceptional level of achievement of the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, an answer in this category demonstrates all of the qualities of a first class answer to an exceptional degree and represents a unique contribution to the field.</p> <p>Presentations: A Presentation in this category demonstrates all of the qualities of a first class presentation to an exceptional degree and represents a unique contribution to the field.</p> <p>Practice-based assessments (Audio and/or Visual):</p>

Mark	Descriptor	Specific Marking Criteria
		Work in this category demonstrates all of the qualities of a first class piece to an exceptional degree and represents a unique contribution to the field.
70-79%	1st: First (Excellent)	<p>Work that reflects an excellent level of achievement of the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, a First class answer in this category should be an excellent piece of work in all respects. It should indicate a mature and accurate grasp of the issue(s), and a broad understanding of the applicable module learning outcomes. The response should be very well structured and coherent, and written in a highly-developed academic style. It should be well argued, indicating a firm grasp of relevant theoretical perspectives and demonstrating excellent skills at marshalling the material evidence. It should contain creative and original thought. Referencing should be of a consistent and excellent standard, using a wide range of sources.</p> <p>Presentations: The presentation is clearly delivered and argued with an excellent range and depth of material. It puts forward a consistent and accessible argument, or arguments that are supported by highly relevant and convincing evidence or examples. It demonstrates excellent critical reflection on the subject matter and evidence of the student having developed their own particular creative perspective on the material. Any presentation aids used are handled effectively. The overall structure of the presentation is clear and accessible with an effective introduction, presentation of the main body of the argument, and a highly relevant conclusion or concluding comments. The presentation should be clearly articulated and confident.</p> <p>Practice-based assessments (Audio and/or Visual): The work demonstrates original research and a rigorous conceptual understanding of the chosen field. The decisions made in the manipulation of the audio-visual material challenge conventional practice and make a significant contribution to the field of visual anthropology. Ambitious and</p>

Mark	Descriptor	Specific Marking Criteria
		<p>excellent application of knowledge and wide ranging research, clear understanding of the chosen field and an excellent expression of ideas, a coherent argument and a distinctive critical reflection, and an imaginative and challenging interpretation of Visual Anthropology.</p>
60-69%	2.1: Upper Second (Very good)	<p>Work that reflects a very good standard of achievement of the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, an upper second class paper should be a very good piece of work. It should show evidence of understanding the relevant module learning outcomes, extensive reading, and awareness of different theoretical perspectives and should demonstrate a coherent argument. The essay should demonstrate the ability to develop the writer's own thoughts and argument. Referencing should be of a consistent and very good standard using a range of sources.</p> <p>Presentations: The presentation is clearly delivered and covers a very good range and depth of material. It is argued in a coherent and accessible way, and the examples or evidence referred to are relevant. There is evidence of very good critical reflection, and of some ability to make creative connections. Any presentation aids are handled effectively and the overall structure is clear and coherent, with a well- defined introduction, presentation of the main body of the argument and a relevant conclusion or concluding comments. It is clearly articulated and delivered in a confident manner.</p> <p>Practice-based assessments (Audio and/or Visual): The work demonstrates evidence of very good critical reflection with confident manipulation of the chosen visual material. It is imaginative and indicates that a sustained project has emerged, with some attempt to challenge the conventional practices of the field of study; clear and coherent expression of ideas and a significant understanding of the chosen field, strong and effective critical reflection, and a strong degree of imagination.</p>

Mark	Descriptor	Specific Marking Criteria
50-59%	2.2: Lower Second (Good)	<p>Work that reflects a good standard of achievement of the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, a Lower Second Class mark is given to paper that is a good piece of work, showing that the student has understood the issues raised by the question, and the relevant module learning outcomes. It should indicate that they have covered the basic recommended readings. There should be some coherence and substance to the argument, but such essays may be too descriptive or generalised, be lacking in a clear analysis, or indicate a lack of personal engagement with the issue at hand. Referencing should be of a consistent and good standard using an acceptable range of sources.</p> <p>Presentations: The presentation is clearly delivered but does not cover a convincing range of material, or does not cover material in depth. It is argued in a coherent and accessible way, but the examples or evidence referred to may not be directly relevant. There is evidence of the student having thought through the content in a critical way, but this may be more reliant on other sources rather than the students own creative perspective. Any presentation aids are handled effectively and the overall structure is clear and coherent, although the concluding comments may lack relevance. It is clearly articulated and delivered in a confident manner.</p> <p>Practice-based assessments (Audio and/or Visual): Work demonstrates a competent understanding, coupled with good overall ability. There is evidence of imagination and applied critical reflection with sound technical competence in the manipulation of the overall visual material that requires further sustained development; effective application of knowledge and the capacity to express ideas through discussion, some critical reflection and evidence of a clear understanding of the chosen field, and evidence of some imagination but little ambition to challenge conventional practice.</p>

Mark	Descriptor	Specific Marking Criteria
40-49%	3rd: Third (Pass)	<p>Work that reflects a threshold standard of achievement of the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, a Third Class paper indicates some grasp of factual material but may lack coherence, be too descriptive and show a limited understanding of the module learning outcomes, uses of evidence, or range of materials. Referencing is of an adequate standard, using a limited range of sources.</p> <p>Presentations: The presentation does not cover a suitable range of material or presents material that does not seem directly relevant to the overall argument. The material is not presented in a productive way and not in enough depth. The arguments presented still show some critical thought but are entirely taken from external sources and there is little evidence of the student's own perspective or ability to make creative connections. It represents a summary of a series of external sources rather than the student's own creative view of the material. The sources presented are coherently argued and presented within an overall structure that is clear and accessible. Presentation aids are somewhat effective and the delivery of the presentation lacks clarity.</p> <p>Practice-based assessments (Audio and/or Visual): Work demonstrates a limited understanding of the field of study. The work demonstrates some manipulation of the chosen visual material indicating an unimaginative response to the practice. Little critical reflection, little coherence and lacks an overall argument, and little evidence of imagination and no ambition to challenge conventional practice.</p>
25-39%	Fail	<p>Work is unsatisfactory and represents an overall failure to achieve the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, a Fail indicates little knowledge of the subject matter, and a failure to answer the question or to address the</p>

Mark	Descriptor	Specific Marking Criteria
		<p>module learning outcomes. What is written may be irrelevant or incoherent. Referencing is of a poor standard, within a limited range of sources.</p> <p>Presentations: This is a presentation that does not cover enough relevant material and presents the material in only a cursory way. The arguments presented show little critical thought and are entirely drawn from external sources with little evidence of the student's own critical or creative thought. The sources presented have little relevance to the argument and there is little attempt to establish links between them. The overall structure is disjointed and lacks coherence. It lacks a meaningful conclusion or concluding remarks and is presented in an incoherent and chaotic manner.</p> <p>Practice-based assessments (Audio and/or Visual): The work shows scant attention to the critical and practical demands of the practice with no apparent judgement in the manipulation of the visual material. Little evidence of any understanding of the chosen field, no imagination or critical ability, an incoherent expression of ideas, and no evidence of any critical reflection that would allow the student to challenge conventional practice. The module must be re-taken.</p>
10-24%	Bad fail	<p>Work that represents a significant overall failure to achieve the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, a Bad Fail mark indicates very little knowledge of the subject matter, and a failure to answer the question or to address the module learning outcomes. The answer is irrelevant or incoherent. There may be little attempt at referencing and limited use of sources.</p> <p>Presentations: This is a presentation that covers little or no relevant material and makes no attempt to link the material with the overall argument. The arguments presented show no evidence of critical thought and are entirely drawn from external sources with no evidence of the student's own critical or creative</p>

Mark	Descriptor	Specific Marking Criteria
		<p>thought. The sources presented are inappropriate and there is no attempt to establish links between them. The overall structure is disjointed and lacks coherence. It lacks a conclusion or concluding remarks and is presented in an incoherent and chaotic manner.</p> <p>Practice-based assessments (Audio and/or Visual): The work shows no attempt to address the practical demands of the practice and demonstrates no judgement or exercise of critical reflection. No evidence of any understanding of the chosen field, no imagination or critical ability, an incoherent expression of ideas, a complete lack of critical reflection that would allow the student to identify conventional practice.</p>
1-9%	Very bad fail	<p>Work that does not even attempt to address the specified learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays): As relevant to the form of assessment, a Very Bad Fail is an invalid attempt to provide an answer or complete script. It is not deemed to be a legitimate submission to pass in any way whatsoever (for example, only a few nondescript sentences). There may be no attempt at referencing and little use of sources.</p> <p>Presentations: A Presentation which does not even attempt to present material or an overall argument, or to address the specified learning outcomes.</p> <p>Practice-based assessments (Audio and/or Visual): Work that does not even attempt to address the practical demands of the practice or specified learning outcomes.</p>
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 structure is shown in the tables below.

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Ethnography of a Selected Region 1 (the Department of Anthropology will offer one region, which may vary from year to year)	Various	15	4	Compulsory	1 or 2
Introduction to Social Anthropology	AN51001A	30	4	Compulsory	1 and 2
Anthropological Methods	AN51003A	15	4	Compulsory	1 or 2
Ethnographic Film	AN51004A	15	4	Compulsory	1 or 2
Anthropological Ideas	AN51017B	15	4	Compulsory	1 or 2
Introduction to Visual Practice	AN51018B	30	4	Compulsory (Non-compensatable)	1 and 2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Anthropology and the Visual 1	AN52008B	15	5	Compulsory	1 or 2
Politics, Economics and Social Change	AN52XXXX	15	5	Compulsory	1
Anthropology and Political Economy	AN52XXXX	15	5	Compulsory	2
Thinking Anthropologically	AN52005C	15	5	Compulsory	1
Thinking Through Race	AN52018A	15	5	Compulsory	2
Advanced Visual Practice	AN52011B	30	5	Compulsory (Non-compensatable)	1 and 2
Modules to the value of 15 credits chosen from:					
EITHER: Anthropology of Religion	AN52009A	15	5	Optional	1 or 2
OR: Ethnography of a Selected Region 2 (from a list of two regional options per year provided by the Department of Anthropology)	Various	15	5	Optional	1 or 2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Individual Studies with Practice	AN53074B	30	6	Compulsory (Non-compensatable)	1 and 2
PLUS: Modules from a list of approved options available annually from the Anthropology Department.	Various	90	6	Optional	1and/or 2

Academic support

Support for learning and wellbeing is provided in a 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.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn 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 provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths 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 [Disability](#) and [Wellbeing](#) Services maintain caseloads 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 for students throughout the year.

Links with employers, placement opportunities and career prospects

Our Anthropology programmes and courses aim to equip you with a range of specialist and transferable skills. As part of your studies, seminars and course work, you'll develop skills in: visual production technology and software communication (including public speaking, developing and presenting an argument, note taking, report writing) analytical thinking awareness of social, political and cultural processes awareness of social and cultural difference thinking 'outside the box'. These skills provide a good foundation for a number of career paths. There are a variety of careers open to anthropology graduates, particularly in areas in which an understanding of human behaviour and social organization is required. Graduates have gone on to work in social and community work, overseas development, counselling, HR management, the media, and aspects of healthcare, as well as research and teaching.

The requirements of a Goldsmiths degree

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes 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. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

Year 1 = Level 4

Year 2 = Level 5

Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

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
- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the achievement of a programme’s learning outcomes. These are designated as “Non-compensatable” for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

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 must normally 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 minimum value of 360 credits, as set out within the section “The requirements of a

Goldsmiths degree” above. A failed module with a mark of 35-39% 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 and the module has not been defined as “Non-compensatable”. No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually 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:

- 1st: First Class – 70%+
- 2.1: Upper Second – 60-69%
- 2.2: Lower Second – 50-59%
- 3rd: 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.

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or 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 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

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 at gold.ac.uk/programme-costs.

Specific programme costs

In addition to these standard costs, you will also be expected to meet some costs which are specifically related to your programme, which are set out below:

Field Trips: Some modules will include field trips to museums or sites within the greater London area. Students are expected to cover the costs of their local transportation. On occasion, field trips may be taken to venues which charge admission, however these are always optional.

Field Work: Some students may decide to undertake fieldwork as part of their final individual project or dissertation. Students who do so are responsible for their own travel and accommodation costs.

Work Placements: Students undertaking a placement or practice-based module off-campus are responsible for their own transportation and subsistence costs while on placement.

Computer hardware and software: Students will have access to practice labs equipped with desktop Macs and editing software. If students wish to have editing software installed on a personal device/laptop this would be at their own cost.

Storage devices: Visual practice students do have to acquire some form of portable storage, normally an external hard drive. Those recommended by the Department cost between £45-65 and should be sufficient for the duration of the programme.

Equipment: Students have access to borrow equipment from the Departmental Technical Store and University Media Equipment Centre. This includes a range of filming, photography and sound recording equipment and ancillaries, appropriate to the level of work students are expected to produce as part of their programme. Students have access to equipment on a short term loan basis, subject to availability. Students are responsible for the costs of any lost or damaged equipment they borrow. Students who wish to use specialist cameras or other equipment not provided by the Department/University would have to cover rental/purchase costs at their own expense.

Materials costs: Some modules may require hard copy submission of printed visual material such as photographs. Costs not covered by the University include printing, developing, and/or mounting.

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 are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains 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 these procedures are published on the [Quality Office web pages](#).