BA (Hons) History (including Integrated Degree with Foundation Year)

Programme Specification

Awarding Institution:

University of London (Foundation Certificate Award made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: BA (Hons) History

Name of Interim Exit Award(s): Not applicable

Duration of Programme:

1 year full-time (Foundation) + 3 years full-time (undergraduate degree)

UCAS Code(s): V100

HECoS Code(s): (100302) History

QAA Benchmark Group: History

FHEQ Level of Award: Level 3

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: June 2019

Home Department: History

Department(s) which will also be involved in teaching part of the programme:
Not applicable

Programme overview

This programme is designed to provide a route into higher education for those with an interrupted education, or those who wish to return to study after a period of work, caring responsibilities or other activities. It would also suit those who have faced particularly challenging circumstances in their education which have left them without the formal entry requirements for higher education.

Why study the Integrated Degree in History at Goldsmiths?

- Success in 'Year 0' entitles students to automatic progression onto BA (Hons) in History (students who progress can also at that stage apply internally for a transfer into our joint honours History degree)
- We offer something different and exciting – we use innovative, interdisciplinary approaches to the subject, and encourage students to explore issues, controversies and themes rather than chronological periods

BA (Hons) History (including Integrated Degree with Foundation Year) - Programme Specification
Goldsmiths, University of London

1

- Students work with staff who are enthusiastic researchers, excellent teachers, and international leaders in their field
- Students who have taken this route have graduated successfully and some have proceeded onto postgraduate study
- History at Goldsmiths achieved a high score of 88% overall satisfaction in the 2018 National Student Survey (NSS)

Programme entry requirements

Candidates must normally be 18 years of age by the 30th September in the year of entry to the programme.

Selection is generally undertaken by interview in person, although interviews may be conducted via telephone or Skype in some circumstances (particularly during clearing).

There are no formal qualifications required for admission, but applicants need to demonstrate that they will benefit from the programme and that they meet the necessary language requirements. Applicants should also demonstrate a keen and informed interest in history and studying the past as well as an awareness of what it means to study history. These are all issues that would be explored in the interview.

Applicants are also asked to bring a short piece of written work (1000-1500 words) with them to the interview which answers the question 'Why does history matter?' They are encouraged to write something which demonstrates their ability to think critically and analytically and this piece of writing forms the starting point for conversation at interview.

Written submissions are assessed in relation to the levels of written literacy expected of a student at this level and in relation to the degree of development required to reach the levels of written literacy required in year one.

Aims of the programme

This programme is level 0 of an integrated degree programme leading finally to a full BA. It should be read in conjunction with the programme specification of the BA (Hons) History which contains descriptions of all the component modules in the full programme of study and identify the learning outcomes and skills that a student should achieve by engaging fully with the learning process offered up to completion of the degree. These outcomes are not repeated in this documentation.

The aims of the programme are informed by the College's commitment to widening participation. The programme aims to:

- introduce you to the scope and complexity of the study of History

BA (Hons) History (including Integrated Degree with Foundation Year) - Programme Specification
Goldsmiths, University of London

2

- provide you with a knowledge of theoretical approaches to History
- develop skills relevant to pursuing further academic study in the study of History
- provide a supportive learning environment which responds to the needs of people returning to study
- encourage lifelong learning through the acquisition and development of independent learning styles

What you will be expected to achieve

Students who successfully complete this year 0 of this programme will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate some knowledge and understanding of approaches to the reading and analysis of historical source material from a range of time periods.	All modules
A2	Demonstrate some knowledge and understanding of different concepts and methods employed in the study of History and awareness of the terminology for those concepts and methods.	All modules
A3	Demonstrate knowledge and understanding of contemporary historiography and developments in the critical study of the past.	All modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Assess and critically engage with historical source material and develop basic hypotheses and arguments.	All modules
B2	Employ ideas and evidence in relation to hypotheses and arguments.	All modules
B3	Illustrate and substantiate points of view through the use of evidence.	All modules
B4	Account for and assess change and continuity in relation to history.	All modules

BA (Hons) History (including Integrated Degree with Foundation Year) - Programme Specification
Goldsmiths, University of London

3

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Employ techniques for the critical analysis of historical evidence.	All modules
C2	Account for developments and changes in the discipline of history.	All modules
C3	Evaluate the influence of developments and changes in the discipline of history upon the way the past is understood.	All modules
C4	Situate themselves into debates about key issues in the study of history, including memory, relevance, and truth.	All modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Effectively communicate information, arguments, ideas and analyses in a variety of forms, including hard-copy and online publishing platforms.	All modules
D2	Produce logical and structured narratives and arguments supported by relevant evidence.	All modules
D3	Listen effectively, be open and receptive to new things and ideas, and participate constructively in discussions.	All modules
D4	Understand aspects of the culture of more than one geographical region and/or chronological period.	All modules

How you will learn

KNOWLEDGE AND UNDERSTANDING

Subject-content knowledge is developed through direct teaching, with regular preparatory tasks set to enable students to place their own learning experiences in context. The sessions are organised so as to mix lecture-style input with opportunities for pair and whole class discussion. The format of the input sessions will vary. They may include lectures (e.g. PowerPoint presentations) and sessions involving group tasks and discussions. Sessions are supplemented by additional reading texts and notes which are available to students via

BA (Hons) History (including Integrated Degree with Foundation Year) - Programme Specification
Goldsmiths, University of London

4

each module VLE area and a comprehensive indicative reading list is supplied for all modules.

Students also attend a weekly study skills module which is designed to provide tuition and guidance on a range of academic skills applicable to year 0 and year 1. These include, time management, essay planning and writing, footnoting and referencing, critical thinking, digital literacy, group working and research skills. These sessions are supplemented by a specially designated Integrated Degree Study Skills VLE area containing relevant resources and advice to aid students in their study.

COGNITIVE AND THINKING SKILLS

The approaches and theories put forward throughout the programme will reflect a range of attitudes and opinions. You will be expected to engage with them and weigh them critically in the light of your own learning and your own reading and reflection. You will be expected to respond critically to the ideas put forward, not least by your peers.

SUBJECT SPECIFIC SKILLS

Subject-specific skills are developed through direct teaching, with regular preparatory tasks set to enable students to place their own learning experiences in context.

TRANSFERABLE SKILLS

The development of transferable skills is encouraged by full participation in the programme sessions, and in the work required for the written assignments. Where necessary, support is given with academic written English, or any presentation skills required.

How you will be assessed

All learning skills, and particularly cognitive and thinking skills, will be assessed across a range of activities that include a combination of summative coursework (including short academic skills tasks, essays, presentations, group blogs and examinations) totaling not more than 4000 words for the 30 credit module and 2000 words for 15 credit modules.

In line with the standard undergraduate criteria as recommended by the College, the following marking criteria will apply:

BA (Hons) History (including Integrated Degree with Foundation Year) - Programme Specification
Goldsmiths, University of London

5

Marking criteria

Mark	Descriptor	Specific Marking Criteria
70-100%	Outstanding/Exceptional	High level research skills, using wide range of primary and Secondary material and sound methodology Independent, well-structured and sustained argument Excellent understanding of context and historiography Excellent referencing and bibliographical skills
60-69%	Very Good	Confident, well-structured argument Strong research skills and awareness of methodology Good understanding of historical and historiographical context Excellent grasp of a range of primary and secondary material Excellent referencing and bibliographical skills
50-59%	Good	Good research Clear well-constructed argument Understanding of most relevant secondary and some primary material Awareness of historiographical context Good referencing
40-49%	Pass	Satisfactory level of research and awareness of primary sources and historiographical context Satisfactory attempt at analysis Fair expression and reasoned argument Satisfactory organisation and referencing
25-39%	Fail	Fair attempt to meet requirements of the assessment Evidence of some research and a fair understanding of the material Few weaknesses in understanding and expression and a fair understanding of context Some weaknesses in referencing
10-24%	Bad fail	Inadequate research Substantial irrelevant material Significant weaknesses in understanding and expression major weaknesses in referencing

BA (Hons) History (including Integrated Degree with Foundation Year) - Programme Specification
Goldsmiths, University of London

6

Mark	Descriptor	Specific Marking Criteria
1-9%	Very bad fail	Little research Inability to formulate argument Large amounts of irrelevant material Major failures in understanding Significant failures in expression, organisation and referencing
0%	Non submission or plagiarised	No attempt at research Inability to formulate argument Extremely limited understanding of all aspects Very serious weaknesses in expression, organisation, referencing

How the programme is structured

In order to progress automatically to the second year of the programme (Level 4) students must pass all modules

Year 0 of the integrated degree is composed of seven assessed modules. Six of these develop subject-content knowledge, the other focuses on the core academic skills necessary to succeed in higher education and beyond.

Module 1: Learning to be a Historian

The purpose of this module is to introduce students to the concepts, methods, techniques, sources and approaches employed by historians in their pursuit of history. Students will be introduced to key core ideas and asked to consider and analyse basic tenets of historical thought and practice. The module is intended to provide grounding in the methodologies and practices employed by historians and to equip students with the necessary skills and tools to understand and investigate how and why history is undertaken and the implications of undertaking it in different ways at different times.

Module 2: Empires, Nations and Lines on the Map: postcolonial perspectives on world history

This module provides a basic introduction to the principles of post-colonial history, by looking at how political geography and lines on maps were imposed on the world by the European empires. These lines on maps have dominated political history in the western academy, but post-colonial history asks whether other units of analysis might make more sense, particularly from the perspectives of the global South. Two case studies trace how Britain and other European powers defined geographical spaces as political units, and why these definitions were adopted as national identities by local people in their struggles

BA (Hons) History (including Integrated Degree with Foundation Year) - Programme Specification
Goldsmiths, University of London

7

against those powers. It then considers what a 'post-colonial' identity might mean and how it might change the way we study history.

Module 3: The Battle for the Ballot

This module will examine the 'battle for the ballot', from the English Civil War through to the 1948 Representation of the People Act. The module will engage students with the development of 'ideas worth fighting for' and will provide an overview of how political representation in Britain was increasingly secured for the masses within the broader historical context of widening democracy and participation. The module will examine key moments in this history, including the Industrial Revolution, the New Poor Law, the Reform Acts, the founding of different political parties and ideologies, and the growth and development of the women's rights movement.

Module 4: London 1400-1650: A City in Transition

This module will explore the social, economic, political and geographical development of London between 1400 and 1650. Emphasis will be placed on assessing the extent of continuity and change across the entire period focusing on the Reformation, immigration and the emergence of London as a worldwide trading centre. How these issues impacted on municipal government and the lives of Londoners will be explored through the reading of contemporary sources including court rolls, taxation records, maps, diaries and chronicles of the period. Students will be expected to undertake a detailed study of a London ward based on primary material and will gain spatial awareness of the physical landscape of Early Modern London on a guided walk.

Module 5: From Local to Global: Identity and Cultural History

The module will focus on various elements in south London culture and trace their deeper global historical roots: these elements could include rap music, curry, hijab wearing, tattoos, Pentecostalism, and Rastafarianism. In focusing on local culture, the module will illustrate how cultural history connects the local to the global. Using these focused case studies, it will introduce students to easily-recognised examples of how history is about change, and the reasons for change. The module will illustrate how historians ask particular types of questions about culture: not just 'where does it come from?', but 'how has it changed?' and 'why did this cultural form cross the world and adapt in particular ways, when others didn't?'. The case studies will start by looking at root cultures, and then tracing how and why elements of those cultures were transformed into something else. Linking these cultural forms to the construction of identity, it will ask when and why they have become part of life in south London.

BA (Hons) History (including Integrated Degree with Foundation Year) - Programme Specification
Goldsmiths, University of London

8

Module 6: An Everyday History of Modern Britain, 1800-1950

This module will introduce students to the techniques and methodologies of social and cultural history and, in particular, will focus upon how and why studying the everyday lives and activities of otherwise ordinary people is worthwhile and relevant to historical enquiry and analysis. Students will be equipped with the theoretical and practical knowledge to allow them to access a range of primary and secondary sources and resources relevant for the study of everyday life in modern Britain (broadly defined, in this case, as 1800-1950). The module will cover a broad range of topics, but the focus will always be on uncovering and exploring, as closely as possible, the everyday lived experiences of the mass of people rather than the more 'traditional' historical approaches which tend to focus more on the great actions of notable people.

Module 7: Essential Skills for Success

This module provides a comprehensive range of academic study skills training in areas such as library and resources orientation, effective reading, note taking, essay structuring and planning, critical thinking, vocabulary development, research and exam techniques, WordPress blogging and website assessment.

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Learning to be a Historian	HT50014B	15	3	Compulsory (non-compensatable)	1
Empires, Nations and Lines on the Map: Postcolonial Perspectives on World History	HT50011C	15	3	Compulsory (non-compensatable)	1
The Battle for the Ballot	HT50010C	15	3	Compulsory (non-compensatable)	1
London 1400-1650: A city in Transition	HT50015B	15	3	Compulsory (non-compensatable)	2
From Local to Global: Identity and Cultural History	HT50013B	15	3	Compulsory (non-compensatable)	2
An Everyday History of Modern Britain, 1800-1950	HT50012B	15	3	Compulsory (non-compensatable)	2
Essential Skills for Success	HT50016A	30	3	Compulsory (non-compensatable)	1-2

BA (Hons) History (including Integrated Degree with Foundation Year) - Programme Specification
Goldsmiths, University of London

9

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

The Essential Skills for Success module is taught with support from Goldsmiths Career Service and includes sessions on CV writing and building a Linkedin profile.

The programme is intended to lead directly into Level 4 / Year 1 of the BA in History or one of the joint honours History degrees. Students who progress to year-one level develop critical and analytical skills, the ability to express ideas clearly and the 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. All these are skills which employers greatly value.

The 30 credit History in Practice module is an exciting and innovative initiative which offers a number of second and third year students taking History BA single and joint honours programmes the opportunity to apply their academic skills within the workplace. Students test out their career ideas, develop transferable skills and increase their employability by spending one day a week over two terms undertaking a project within a museum, gallery, archive or library; places which collect, process and present the 'raw material' of history. Partner organisations may include, the Wellcome Library, the Royal Pharmaceutical Society, The Cinema Museum and the Museum of London at Docklands. The project could involve archiving, conservation, building an exhibition, or developing a public engagement project. BA students are invited to apply for places on the programme in their second or third year of study (third or fourth year of study for integrated degree students).

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.

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.

BA (Hons) History (including Integrated Degree with Foundation Year) - Programme Specification
Goldsmiths, University of London

13

Programme-specific rules and facts

Progression

In order to progress automatically to the second year of the programme (Level 4) students must pass all modules (i.e. achieve a mark of 40% in each).

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

Not applicable.

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.

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 Department level Student Representatives who are appointed in conjunction with the Students' Union. The Reps 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. Reps 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 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, Reps also sit on the Departmental Learning and Teaching Committee and the Departmental Board.