

BA (Hons) History with Pathways

Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London.

Final Award: BA (Hons) History; BA (Hons) History with Pathways in Anthropology, Global History, Military History or Politics.

Programme Name: BA History; BA History with Pathways in Anthropology, Global History, Military History or Politics.

Total credit value for programme: 360.

Name of Interim Exit Award(s):

Certificate of Higher Education in History.

Diploma of Higher Education in History.

Duration of Programme: 3 years full-time or 6 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: May 2024

Home Department: History

Department(s) which will also be involved in teaching part of the programme:

Anthropology; Politics

Programme overview: BA History

History is the study of the past. Through history we uncover the richness of human experience across different societies, cultures, times, and places. We learn how the everyday representations and realities of our lives came to be. History enables us to better understand ourselves. History helps us make a better future.

Many aspects of Goldsmiths BA History set it apart from other history degrees. In the 2021 National Student Survey (NSS), 96% of students said that staff are good at explaining things. 94% of students said that staff made the subject interesting. In the 2023 NSS History was ranked 11th nationally for teaching quality.

Goldsmiths has a rich heritage of social awareness, civic engagement, creative arts, digital innovation, and equality, diversity, and inclusion. As a Goldsmiths' graduate, you will be among the most critically engaged, interdisciplinary educated, and socially aware graduates of the University of London.

Why study History at Goldsmiths?

BA History at Goldsmiths is global. You will learn about the history of the world from Britain to the Balkans, from Ireland to India, and from Africa to America. You will learn about the depth and breadth of global connections that span our multi-cultural world.

BA History at Goldsmiths is relevant. You will learn about key events in history, from the Silk Road to the Cold War. You will discover their continuing legacies. You will learn about the long history of ideas such as democracy, liberalism, identity, equality, terrorism, gender, health, and sexuality. You will learn how to think critically about knowledge production and communication; to look beyond the words on the page, delve into the emotional meaning of images and spoken word, and to dig into the truth behind the data.

BA History at Goldsmiths helps you explore your interests. Across the degree you will be able to choose from a wide variety of optional modules. In years 2 and 3, you can choose to study module options at Birkbeck, Kings College London, Queen Mary, Royal Holloway, and University College London. In your final year, you will undertake a research dissertation on a topic of your own choosing.

BA History at Goldsmiths is interdisciplinary. In year 1 and 2, you will study Connected Curriculum modules alongside other Goldsmiths students. In year 1, you will learn key academic skills and explore connections between history and other disciplines such as management, computing, and education. You will learn about issues of identity and environment. In year 2, you will undertake project work to address UN Sustainable Development goals. You can also choose an interdisciplinary module option from another academic disciplines such as Anthropology, Politics, Media Studies, and Sociology.

BA History at Goldsmiths is research-led. You will learn how to think critically by being introduced to cutting-edge research in fields like non-traditional military history, Black British history, and Queer history. You will be introduced to innovative historical methods from oral and public history. Archival collections at Goldsmiths and Senate House, and numerous digital collections, will be at your disposal.

BA History at Goldsmiths will help you achieve academic and career success. Whatever your prior learning experiences, you will learn how to sharpen your academic skills. You will prepare for study through our online pre-arrival module. Dedicated skills teaching is embedded across your degree. You will meet your personal tutor during induction and once per term to help you set goals and improve. You will participate in diverse assessment, so

you can apply your learning and evidence transferable skills to future employers. You will learn with the support of peers in small group seminars, field trips, and film screenings. You will gain career knowledge and experience, including through our work placement module. You make your voice heard by becoming student representative or taking part in our Student Ambassador scheme.

BA History at Goldsmiths opens doors. Whether you see your future in law, business, teaching, or further study, studying BA History at Goldsmiths will help you get there. If you are not sure what your future holds, studying History can help you find your path. Take your first step, by choosing BA History at Goldsmiths.

Programme overview: BA History with Anthropology Pathway

BA History with Anthropology Pathway offers a challenging and critical synthesis of two humanities disciplines which promote understanding of human life, culture, and society in the past and present. Jointly delivered by the Departments of History and Anthropology, the programme is interdisciplinary, stimulating and enabling explorations and analyses of contemporary social, cultural and anthropological issues with a view to historically contextualising those issues. We foreground the relevance and importance of historical understanding for comprehending and analysing the complex present-day world that surrounds us, contributing towards equality, diversity and social justice.

Why study BA History with Anthropology Pathway at Goldsmiths?

- History - the study, analysis, and understanding of the past - is as important today as it has ever been, and it continues to make vital contributions to how we comprehend and interact with the world around us. It is a relevant, dynamic, fascinating and important field of study which, at Goldsmiths, is approached in creative, innovative and exciting ways.
- Anthropology – the study, analysis, and understanding of contemporary societal and cultural issues – continues to make valuable insights into the complex and global world we live in. From basic anthropological concepts, such as kinship, ritual, world systems, and development, to investigating anthropology in relation to history, politics, religion, philosophy and psychology.

Programme overview: BA History with Global History Pathway

History at Goldsmiths is global. It explores the multidirectional travel of people, practices, resources and ideas across boundaries (local, regional, national, continental, oceanic) and the changes occurring along the way. It explores questions of power, domination, and asymmetry, as well as responses to global processes from the people worst affected by them. Our themes include: world history; migration; empire, decolonisation and race; subaltern histories; the global south; postcolonialism; and, history in transnational

perspective. Studying Global History involves applying knowledge and understanding from these themes to contemporary issues such as the UK's changing place in the world, colonial/postcolonial relationships, and complex histories of race and racism around the world, contributing towards equality, diversity and social justice. You will develop your skills in interdisciplinary approaches and engage with a range of historical methods/ideas.

Why study BA History with Global Pathway at Goldsmiths?

- You will learn about histories of culture, ideas, politics and power - beyond boundaries and borders
- You will be taught by a multi-national community of scholars whose expertise means that history can be understood globally.
- You will understand how countries operate within global frameworks, both in the past and now, and how empires of the past continue to affect societies and politics today.

Programme overview: BA History with Military History Pathway

The BA History with Military History Pathway engages with the newest military history research, addressing conflict, communities and identities to take military history beyond 'great men, great horses, great battles'. Our military history places armed forces in broad contexts, examining how they are influenced by the societies from which they are drawn, and how they have influenced those societies. Central to this is an understanding of the politics of the military, analysing the causes for which people fight and the interplay between national identities and the military. Gender, (homo)sexuality, race, non-combatants and 'home fronts' all figure here, considering how studying military history in its broadest and interdisciplinary sense can contribute towards equality, diversity and social justice. National armies are still part of our approach to military history, but so too are those labelled 'freedom fighters' by some or 'terrorists' by others. Consequently, our military history analyses militaries in a broad sense, including those who took part in revolutions through arms, and those who resisted occupations and conquest by military means.

Why study military history at Goldsmiths?

- You can still study aspects of national armies, world wars and major battles.
- But our cutting-edge approach to the discipline also means expanding the way you think about militaries and make links between military history and politics, society, gender, race and culture.

Programme overview: BA History with Politics Pathway

An innovative and interdisciplinary exploration of the ways that social, cultural, and political institutions, decisions, and events have shaped, and continue to shape, societies and nations across the world. Rather than focusing on chronology or strictly demarcated

historical periods, combining history and politics encourages and facilitates explorations and analyses of key issues, controversies, themes, and debates.

Why study BA History with Politics Pathway at Goldsmiths?

- History - the study, analysis and understanding of the past - is as important today as it has ever been. Understanding past societies fosters emotional intelligence and allows us to appreciate the diversity and adaptability of human life. Understanding our pasts can help us to shape our futures and, crucially, help us shape those futures intelligently, insightfully, fairly, and with compassion, contributing towards equality, diversity and social justice.
- Politics - innovative approaches peel back the formal veneer of political parties and institutions to reveal the major ideological, economic, social, and cultural conflicts which must be investigated in depth if we are to have any comprehensive understanding of our world. We cross boundaries between the traditional and the more radical understandings of political phenomena. Politics is much more than simply what happens in parliaments, it pervades the whole of society, domestically and internationally.

Programme entry requirements

We believe in accessibility, inclusion, and social justice. We want our degree to fit you; not the other way around. Your prior qualifications are less important to us than what you tell us in your personal statement. We want students with talent, creativity, and passion; whatever age, or social background.

We accept the following qualifications:

A-level: BBB

BTEC: DDM

International Baccalaureate: 33 points overall with Three HL subjects at 655

Access: Pass with 45 Level 3 credits including 30 Distinctions and a number of merits/passes in subject-specific modules

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

European Baccalaureate: 75%, preferably including History

Irish Leaving Certificate: H2 H2 H2 H2

So you can get to know us, and we can get to know you, we will sometimes invite applicants for interview. Performance at interview can alter the usual criteria for entry on a case-by-case basis.

Programme learning outcomes

The aims of this programme are informed and guided by: the Quality Assurance Agency's Subject Benchmark Statement for History (2022); and, Goldsmiths' Comprehensive Curriculum Review Strategic Framework (2021).

Students of BA History at Goldsmiths will graduate with the following capabilities, skills, and competencies:

- The ability to ask relevant, coherent, and focused questions about the past.
- To know where and how to access relevant historical knowledge.
- To undertake structured enquiry to set tasks, gather, sift, select, organise, synthesise, and analyse appropriate historical evidence to answer questions about the past.
- To use valid and relevant primary and secondary evidence to construct arguments.
- To employ effective research and bibliographic skills.
- To display analytical skills, and the ability critique and test the validity of different perspectives and sources.
- To critically and empathetically analyse primary sources (textual, visual, material and oral), including by addressing questions of genre, content, perspective and purpose.
- To understand the problems inherent in the historical record, show awareness of a range of viewpoints and how they can be evaluated, and appreciate the problems involved in interpreting complex, ambiguous, conflicting, and incomplete historical data and evidence.
- To comprehend the dangers of simplistic explanations, including relating to historical claims made in public life, and to demonstrate anti-reductionist intellectual maturity.
- To appreciate the complexity and diversity of situations, events, and mentalities in the past, including as they impact the present.
- To understand unfamiliar structures, cultures, and belief systems, and how people have existed, acted, and thought in different historical contexts. To be respectful and empathetic to past historical cultures and historically situated people.
- To understand the influence of the past on the present.
- To sustain a reasoned line of argument in response to other arguments, to listen and engage in sustained debate, and to be willing to amend views based on evidence and encounters with different perspectives.
- To marshal an argument in pursuit of meaningful questions about the past, and, by implication, the present and future.

Students of BA History at Goldsmiths will graduate with the following historical knowledge, understanding and capacities:

- Knowledge of continuity and change across early modern, modern, and contemporary history.
- Knowledge of history across global geographies, and different local and national contexts.
- Knowledge of how to engage with primary source material, including written documents, artefacts, material and visual evidence, and oral sources.
- Knowledge of the history of history, and the historical development of the discipline and different schools of thought within it.
- Knowledge of specialisms within history, and varieties of thought and approach.
- Knowledge interdependently undertaking extended historical research work.
- Knowledge of how to clearly communicate complex ideas to different audiences.

BA History at Goldsmiths includes a significant number of interdisciplinary module elements. For this reason, students of Goldsmiths BA History can also expect to graduate with the following capabilities, skills and competencies:

- Knowledge and understanding history's reciprocal relationships with other subjects, and history's position within academia and public life.
- Knowledge and understanding of, ideas, approaches, perspectives, concepts, and practices from other academic subjects, and how they can be used to address historical questions, critically analyse primary and secondary sources, construct arguments, marshal arguments, and reveal the dangers of simplistic explanations.
- Knowledge and understanding of differences between cultures and societies, and issues of identity and agency, and their connection with contemporary issues of equality, diversity and inclusion.
- Knowledge and understanding of different cultures and societies relationships to the natural environment and links to current environmental and sustainability issues.
- Knowledge and understanding of entrepreneurial approaches to study and career planning, including through engagement and partnership working beyond academia.

A typical candidate, who completes 120 CATS (normally after one year of study, in situations in which a student cannot complete the BA) to complete the Certificate of Higher Education in History will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate broad basic knowledge and understanding of continuity and change across early modern, modern and contemporary history.	Global Connections; Power, Emotions and Environment; Reading and Writing History; and Historical Controversies.

Code	Learning outcome	Taught by the following module(s)
A2	Demonstrate broad basic knowledge and understanding of different historical societies and cultures, including in Britain, Europe, Asia, the Americas, and Africa.	Global Connections, Power, Emotions and Environment; Reading and Writing History; Historical Controversies
A3	Demonstrate basic knowledge and understanding of some key historical events in early modern, modern, and contemporary history, and some cultural and social groups, with basic knowledge of contrasting political, intellectual and religious traditions, differing mental worlds and contrasting material conditions.	Global Connections, Power, Emotions and Environment; Reading and Writing History; Historical Controversies .
A4	Demonstrate basic knowledge and understanding of core historical methods and analysis of primary evidence (written, oral, and visual sources).	Reading and Writing history + all level 4 modules.
A5	Demonstrate basic knowledge and understanding of history's significance in shaping the contemporary world, and history's current social and cultural role and applications.	All level 4 modules.
A5	Demonstrate basic knowledge and understanding of key historical theories and how they can be applied to specific interpretive contexts.	Reading and Writing History, Historical Controversies, Global Connections; Power, Emotions and Environments.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Compare written, oral, and visual sources.	Reading and Writing History +all level 4 modules.
B2	Interpret a range of materials on historical issues.	Reading and Writing History +all level 4 modules.
B3	Compare and describe different interpretations and arguments.	Reading and Writing History +all level 4 modules.
B4	Express views coherently through reasoned accounts in both oral and written forms.	Reading and Writing History +all level 4 modules.
B5	Interpret alternative views.	Reading and Writing History +all level 4 modules.

Code	Learning outcome	Taught by the following module(s)
B6	Know some different theoretical approaches to history.	Reading and Writing History +all level 4 modules.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Understand why and how historical change takes place.	All level 4 modules.
C2	Interpret information concerning past and present societies and cultures.	All level 4 modules.
C3	Understand, compare and evaluate historical arguments and explanations.	All level 4 modules.
C4	Measure the relative value of data and evidence.	Reading and Writing History + all level 4 modules.
C5	Identify important issues raised by primary evidence and secondary accounts.	Reading and Writing History + all level 4 modules.
C6	Interpret textual, visual, and oral evidence.	Reading and Writing History + all level 4 modules.
C7	Undertake bibliographic searches and use a specified referencing system.	Reading and Writing History + all level 4 modules.
C8	Compare theoretical ideas and make reasoned judgments about their strengths and weaknesses.	Reading and Writing History + all level 4 modules.

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate basic skills in evaluating evidence, bibliographic searching, systematic reading, assessment of primary and secondary sources, and use of internet resources.	Reading and Writing history; Identity, Agency and Environment 1 & 2; all level 4 modules
D2	Demonstrate basic computing skills and familiarity with information technology.	Reading and Writing history; Identity, Agency and Environment 1 & 2; all level 4 modules
D3	Compile and manage evidence and materials.	All level 4 modules
D4	Express ideas coherently in both written and oral form.	All level 4 modules

Code	Learning outcome	Taught by the following module(s)
D5	Formulate arguments which are clearly expressed.	All level 4 modules
D6	Understand, compile, and compare alternative perspectives.	Identity, Agency and Environment 1 & 2; all level 4 modules
D7	Time manage and take responsibility to meet deadlines.	Identity, Agency and Environment 1 & 2; all level 4 modules
D8	Cultivate intellectual curiosity, while being sensitive to alternative perspectives.	Identity, Agency and Environment 1 & 2; all level 4 modules
D9	Work in a team and appreciating the productive nature of joint work.	Identity, Agency and Environment 1 & 2; all level 4 modules
D10	Be a self-reflective learner who is aware of personal strengths and areas of improvement.	Identity, Agency and Environment 1 & 2; all level 4 modules

A typical candidate, who completes 240 CATS (normally after two years of study, in situations in which a student cannot complete the BA) to complete the Diploma of Higher Education in History will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate specific and critical knowledge and understanding of some elements of early modern, modern, and contemporary history.	All level 5 modules
A2	Demonstrate specific and critical knowledge and understanding of the history of different societies and cultures, and their political, intellectual, and religious traditions.	All level 5 modules
A3	Demonstrate critical knowledge and understanding of different historical methods and how they can be used to analyse primary evidence.	All level 5 modules
A4	Demonstrate critical knowledge and understanding of the significance of history to the contemporary world, and history's current social and cultural role and applications.	All level 5 modules
A5	Demonstrate critical knowledge and understanding of key historical and social	All level 5 modules

Code	Learning outcome	Taught by the following module(s)
	theories and how they can be applied to specific interpretive contexts.	

For students on pathways only:

A6	Demonstrate knowledge and understanding of specific subject matter forming part of a subject pathway.	Level 5 modules designated as part of the relevant pathway
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Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Analyse and deploy a range of evidence, including written, oral and visual sources.	All level 5 modules
B2	Identify and analyse a wide range of materials on historical issues.	All level 5 modules
B3	Develop coherent and persuasive interpretations and arguments.	All level 5 modules
B4	Express views logically and coherently through reasoned accounts in both oral and written forms.	All level 5 modules
B5	Critically evaluate and position alternative views.	All level 5 modules
B6	Understand and apply theoretical approaches to history.	All level 5 modules
B7	Frame a problem, hypothesis or specific subject matter.	All level 5 modules
B8	Establish the detail and context for any general assumption.	All level 5 modules
B9	Understand and analyse the products of academic scholarship, that is, secondary source texts.	All level 5 modules

For students on pathways only:

B10	Understand and critically evaluate specific approaches which form part of a subject pathway.	Level 5 modules designated as part of the relevant pathway
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Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Critically understand why and how historical change takes place.	All level 5 modules
C2	Analyse and assimilate information concerning past and present societies and cultures.	All level 5 modules
C3	Understand, critically evaluate, and apply historical arguments and explanations.	All level 5 modules
C4	Analyse the relative value of data and evidence.	All level 5 modules
C5	Identify and respond to underlying issues raised by primary evidence and secondary accounts.	All level 5 modules
C6	Interpret a range of textual, visual, and oral evidence.	All level 5 modules
C7	Apply complex bibliographic searches and consistently and accurately employ a specified referencing system.	All level 5 modules
C8	Compare multiple theoretical ideas and make reasoned judgments about their strengths and weaknesses.	All level 5 modules

For students on pathways only:

C9	Critically evaluate source material and approaches which are relevant to the subject pathway.	Level 5 modules designated as part of the relevant pathway
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Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate developed skills in evaluating evidence, bibliographic searching, systematic reading, critical assessment of primary and secondary sources, and critical use of internet resources.	All level 5 modules
D2	Demonstrate developed computing skills and agility with information technology.	All level 5 modules

Code	Learning outcome	Taught by the following module(s)
D3	Analyse and organise complex material.	All level 5 modules
D4	Analyse evidence and assimilate critically and independently.	All level 5 modules
D5	Express ideas clearly and coherently in both written and oral form.	All level 5 modules
D6	Formulate arguments which are clearly and logically expressed.	All level 5 modules
D7	Understand and be non-judgmental and sensitive to alternative perspectives.	All level 5 modules
D8	Time manage and take responsibility to meet deadlines.	All level 5 modules
D9	Think critically and cultivate intellectual curiosity, while being sensitive to alternative perspectives.	All level 5 modules
D10	Work in a team, being aware of group dynamics, and appreciating the productive nature of joint work.	All level 5 modules
D11	Be a self-reflective learner who is aware of personal strengths and areas of improvement.	All level 5 modules
D12	Work independently under close supervision.	All level 5 modules

At the end of the three-year programme, a typical candidate who completes all 360 CATS to complete the BA (Hons) History programme and pathways will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate knowledge and understanding of how to integrate broad and specialist knowledge and understanding of early modern, modern and contemporary history.	Dissertation; all level 6 modules.
A2	Demonstrate knowledge and understanding of how to integrate broad and specialist knowledge and understanding of the history of different societies and cultures, and their political, intellectual, and religious traditions.	Dissertation; all level 6 modules.

Code	Learning outcome	Taught by the following module(s)
A3	Demonstrate knowledge and understanding of how to systematically integrate a broad and specialist knowledge and understanding of a range of methodological concerns including the collection and analysis of evidence, the use of oral, literary, material, visual, and alternative sources.	Dissertation; all level 6 modules.
A4	Demonstrate coherent knowledge and understanding of the significance and relevance of history to the contemporary world, and history's current social and cultural role and applications.	All level 6 modules.
A5	Demonstrate coherent and consolidated knowledge and understanding of a wide range of social and cultural theories and how they can be applied to specific interpretive contexts.	All level 6 modules.

For students on pathways only:

A5	Demonstrate coherent and consolidated knowledge and understanding of how the specific pathway is relevant to the wider discipline of history.	All level 6 modules.
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Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Discriminate between and integrate evidence from a wide range of forms of evidence, including written, oral and visual sources.	Dissertation; all level 6 modules.
B2	Assimilate and evaluate a wide range of materials on complex historical issues, including fresh scholarship.	All level 6 modules.

Code	Learning outcome	Taught by the following module(s)
B3	Formulate coherent, persuasive and sustained interpretations and arguments.	All level 6 modules.
B4	Express views logically and coherently through lucid, thorough, sustained and reasoned accounts in both oral and written forms.	All level 6 modules.
B5	Assimilate and evaluate a range of alternative, and possibly conflicting, views.	All level 6 modules.
B6	Understand and apply a wide range of theoretical approaches to history.	All level 6 modules.
B7	Frame and resolve complex problems, hypotheses or specific subject matter.	All level 6 modules.
B8	Establish and explain the detail and context for any general assumption.	All level 6 modules.
B9	Understand, evaluate and critically utilise the products of academic scholarship, that is, secondary source texts.	All level 6 modules.

For students on pathways only:

B10	Understand and critically evaluate in relation to the wider discipline of history specific approaches which form part of a subject pathway.	All level 6 modules.
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Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Understand and be able to explain why and how historical change takes place across a range of circumstances.	All level 6 modules.
C2	Evaluate, assimilate and deploy information concerning past and present societies and cultures.	All level 6 modules.
C3	Understand, critically evaluate, and apply historical arguments and explanations with independence of mind.	Dissertation; all level 6 modules.

Code	Learning outcome	Taught by the following module(s)
C4	Assess the relative value of a range of complex material.	Dissertation; all level 6 modules.
C5	Identify and respond to important issues raised by primary evidence and secondary accounts.	Dissertation; all level 6 modules.
C6	Interpret and utilise a wide a range of textual, visual, and oral evidence.	Dissertation; all level 6 modules.
C7	Plan and undertake independent research using complex bibliographic searches and consistently and accurately employing a specified referencing system.	Dissertation; all level 6 modules.
C8	Present independent research findings through lucid, thorough and reasoned accounts in both oral and written forms.	Dissertation; all level 6 modules.
C9	Compare and contrast a wide range of theoretical ideas and make reasoned judgments about their strengths and weaknesses.	Dissertation; all level 6 modules.

For students on pathways only:

C9	Critically evaluate in relation to the wider discipline of history source material and approaches which are relevant to the subject pathway.	Dissertation; all level 6 modules.
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Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate advanced skills in identifying, collecting and evaluating evidence, bibliographic searching, systematic reading, critical assessment of primary and secondary sources, and critical and sophisticated use of internet resources.	Dissertation; all level 6 modules.
D2	Demonstrate advanced and sophisticated computing skills and agility with information technology.	All level 6 modules.

Code	Learning outcome	Taught by the following module(s)
D3	Assimilate and distinguish between large quantities of complex data and material.	All level 6 modules.
D4	Critically and independently identify, collect and analyse a range of primary and secondary evidence.	All level 6 modules.
D5	Express complex ideas clearly, coherently and sophisticatedly in both written and oral form.	All level 6 modules.
D6	Formulate complex and multifaceted arguments which are clearly and logically structured and expressed.	All level 6 modules.
D7	Display emotional intelligence to be non-judgmental and sensitive to alternative perspectives.	All level 6 modules.
D8	Time manage and take responsibility to meet deadlines.	All level 6 modules.
D9	Think critically and cultivate intellectual curiosity, while being sensitive to alternative perspectives.	All level 6 modules.
D10	Work in a team, being aware of group dynamics, and appreciating the productive nature of joint work.	All level 6 modules.
D11	Be a highly self-reflective and self-directed learner who is aware of personal strengths and areas of improvement.	All level 6 modules.
D12	Work independently and manage personal learning, using personal initiative.	All level 6 modules.

Mode of study

This programme is taught on campus in person

How you will learn

The teaching on BA History on Goldsmiths is student-centred. It is all about your personal learning development. We will support you to explore your interests and develop your knowledge and personal capacities. We will help you to integrate previous ideas and experiences with new learning, perspectives, and skills. We think this is best achieved through

learning with others, reflection, and the application of learning. The degree offers extensive time and space for reading and self-study, as essential parts of historical practice.

Distinct to other BA History degrees, there is a significant focus on interdisciplinary learning. This will introduce you to diverse learning methods and approaches. We encourage our tutors to be creative in their learning approaches, including by co-producing learning with students.

Primarily you will learn through lectures, seminars, workshops, and supported independent study. All modules have a minimum of two hours of in-person learning and teaching contact-time per week.

Lectures provide an overview of historical topics and methods, offering insights from the ongoing research and scholarship. Lectures will also help you navigate the reading and learning material for each topic and seminars.

Seminars enable small group discussion about specific topics and questions, and associated reading and learning materials. They stimulate critical and independent thinking, and offer fresh insights by challenging preconceptions. Sometimes you will work in pairs or small groups. Sometimes you or another student might be asked to give a presentation or facilitate a debate. Sometimes you will work a group to examine original primary sources and discuss case studies. Seminars are occasionally delivered as field trips and site visits to museums, galleries, archives, and sites of historical interest.

Each week you will be set reading and learning exercises to help you effectively engage in your lectures and seminars. Learning instructions are always provided online, in advance. This work will support your assessment. We mostly use learning resources that are available online, such as e-books and online journals. This enables you to study easily at distance, in your own time. Our academic librarian will help you make the most out of our online and physical learning resources.

Your learning will be aided by the one-to-one support of your academic Personal Tutor. They will help you set goals, understand feedback, and identify ways to improve. You will have opportunities to speak one-on-one with your other academic tutors in their office hours. Academic tutors will provide regular feedback on your formative and summative assessment.

Learning on BA History is designed to be cumulative and progressive. Knowledge, skills, and assessment literacy learning is scaffolded across each academic year. In the first year, you will learn basic academic skills, competencies, and knowledge. In the second year, you will begin to explore and specialise. The dissertation, in year 3, is the pinnacle of your learning. Here you will showcase and integrate the skills you have learned across the programme through independent research on a topic your choose.

Through our programme you will learn a wide array of transferable skills. These include effective reading, critical analysis, communication (written and oral), assessment of arguments, ideas, and evidence, independent thinking and working, collaboration, reflection, presentation, critical awareness, and problem-solving. You will learn how to effectively manage your time, plan, and present yourself with self-assurance and confidence. You will learn about equality, diversity, and inclusion, sustainability, digital literacy, and career management and planning.

All of our learning is designed in partnership with students. You will have opportunities to make your voice heard through nominating yourself as a student representative. You can also feedback on your experience through our surveys and focus groups.

How you will be assessed

On BA History you will learn by applying your knowledge and skills to a diverse range of assessment. Assessments include essays, reviews, source analyses, bibliographic exercises, presentations, podcasts, videos, exams, group projects, research projects, and dissertations. We are careful in our assessment design to ensure that assessment is achievable and that you are not over work-loaded.

Through your assessment you will learn transferable skills. By engaging in authentic assessment activities, you will be able to show future employers how and where you acquired and applied skills and knowledge. Assessment is where you showcase your learning to your tutors. It is the pinnacle of learning achievement: something to be celebrated, not feared. Feedback on your assessed work will indicate what you have done well, and help you identify areas for improvement for future work.

All programmes include a mixture of formative and summative assessments. Formative assessments - such as essay plans and bibliographic exercises - support you in preparing summative assessments. Summative assessments test how far you have met programme and module learning outcomes. An assessment rubric is provided for all our assessments. They give you clear instruction on what is expected.

You will receive written feedback, within 20 days, on your assessment. You can talk to your tutors about your feedback in their office hours and via email. You can also identify common themes across your feedback with the support of your personal tutor.

We understand that students' lives are complex. For this reason, we have a simple to use extenuating circumstance application system to allow you to apply for assessment extensions during times of difficulty. All students with a registered disability (RASA) are eligible for an automatic 10 day extension on all assessment.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	First Class (exceptional)	<p>Work which answers the question or addresses the issue concerned with a highly original, critical argument, or goes beyond the expectations of very high quality work. It will be exceptionally well-written (or, for verbal material, exceptionally conveyed) and well-constructed, and, crucially, will show evidence of significant independent reading and thinking at an extraordinarily high standard. At the upper levels of the exceptional First Class mark, the work may be publishable or have achieved a quality on a par with the highest quality professional work.</p> <p>Work assigned an exceptional First Class mark will do all or some of the following:</p> <ul style="list-style-type: none"> • Demonstrate a breadth and depth of substantive knowledge that is exceptional and informed by the highest level of scholarship. • Contain an exceptional, sophisticated, and original line of argument achieving the highest level of compelling, coherent and concise argument attainable within the level of study. • Give wide-ranging and appropriate evidence to support claims, with exceptional integration of a full range of appropriate principles, theories, evidence and techniques. • Have a logical, clear and well-defined structure, which is elegantly expressed, at the level of publishable work.
70%+	First Class	<p>Very high quality and exceptional work demonstrating excellent knowledge, understanding, analysis, organisation, accuracy, relevance, and appropriate skills.</p> <ul style="list-style-type: none"> • Persuasive and direct answer to the question or assessment rubric, establishing the wider significance of the issues. • Comprehensive coverage of the relevant material; detailed and accurate. • A direct and coherent argument, supported by relevant evidence.

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • Critical analysis of relevant concepts, theoretical or historiographical perspectives and methods. • Evidence of extensive research using a wide range of academic materials and primary sources. • Logical, clear, and well-defined structure. <ul style="list-style-type: none"> - Precise and engaging presentation (for example, fluent and engaging writing style) and citation.
60-69%	Upper Second (2:1)	<p>High quality work demonstrating good knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills.</p> <ul style="list-style-type: none"> • Direct answer to the question or response to the assessment rubric, establishing the wider significant of the issues. • Adequate coverage of the relevant material, accuracy in the detail. • Skilful mobilisation of the evidence in relation to the argument or assessment exercise. <p>Supports claims through relevant evidence.</p> <ul style="list-style-type: none"> • Narrative and description takes second place to analysis. • Competent manipulation of relevant concepts, theoretical or historical perspectives or methods. • Evidence of a wide range of research using academic sources and some use of primary sources. • Arguments are clearly structured, although not necessarily the most logical arrangement for the argument. • Clear presentation and citation, but with some elements to improve. •
50-59%	Lower Second (2:2)	<p>Competent work, demonstrating reasonable knowledge and understanding, some analysis, organisation, accuracy, evidence, presentation, and appropriate skills.</p> <ul style="list-style-type: none"> • Satisfactory answer to the question or response to the assessment task.

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • Limited coverage of the relevant material and some inaccuracy in detail. • Some attempt to mobilise evidence in relation to the question or assessment exercise. • Analysis takes second place to narrative and description. • Limited understanding of relevant concepts, theoretical or historical perspectives or methods. • Evidence of quite limited research and engagement with relevant or academic materials. • There is some structure to the argument, perhaps using flawed arrangement. • Adequate presentation, poor citation practice, and many elements to improve.
40-49%	Third	<p>Limited quality work that engages with the assessment task. It demonstrates some relevant knowledge and understanding.</p> <ul style="list-style-type: none"> • Barely satisfactory answer to the question or response to the assessment rubric. • Inadequate coverage of relevant material. • Major inaccuracies in detail. • Does not directly meet the assessment rubric requirement in one or more respects for example, significantly under word count). • Poor presentation and structure of arguments. • Evidence of extremely limited research and reliance on inappropriate non-academic materials.
1-39%	Fail	<p>Work that does not meet standards required for the appropriate stage of an honours degree. Evidence of study and demonstration of some knowledge and basic understanding, but significant omissions and errors.</p> <ul style="list-style-type: none"> • Serious misunderstanding of the question or assessment rubric. • Failure to show knowledge of the relevant material. • No structuring of arguments.

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> Confused presentation that makes the ideas and content difficult to understand. No evidence of research and only inappropriate non-academic materials used.
0%	Zero	<ul style="list-style-type: none"> Work of no merit or absent. Work not submitted Work that has had an applied penalty (e.g. due to academic misconduct).

Programme structure: BA History

The programme can be undertaken full-time (three years across three levels) or part-time (four to six years across three levels). All students take 360 CATS, 120 CATS at each level.

In the tables below, where a module is listed as 'optional' it is compulsory for students to take a module or modules. They are 'optional' in the sense that you are offered choice from a relevant list of module options or credit (CATS) values. 1 CAT = 10 hours of student effort. Options may change. Module lists will be made available annually at an appropriate point in the academic cycle.

Full-time mode

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Global Connections	HT51028A	30	4	Compulsory	1 & 2
Connected Curriculum: Identity, Agency and Environment 1 & 2	CC51001/2A	30 (2 x 15)	4	Compulsory	1 & 2
Reading and Writing History	HT51030A	15	4	Compulsory	1
Historical Controversies	HT51029A	15	4	Compulsory	1
Power, Emotions and Environment	HT51045B	30	4	Compulsory	1 & 2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Optional modules to the value of 30 credits in History.	Various	30	5	Optional	1-2
Radicalism and Revolution from the late medieval to the modern world	HT52260A	30	5	Compulsory	
Empires in Comparative Perspective	HT52203B	30	5	Compulsory	
The Goldsmiths Elective (Chosen from a list made available annually of modules which provide an opportunity to undertake study in another discipline without pre-requisites or prior knowledge)	Various	15	5	Compulsory	1
The Goldsmiths Project	CC52001A	15	5	Compulsory	2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Special Subject module – supports dissertation. Chosen from Goldsmiths History special subjects or from a list of University of London intercollegiate Group III Special Subject modules.	Various	30	6	Compulsory	1 & 2
Dissertation – linked to special subject	Various	30	6	Compulsory	1&2
30 CATS optional modules in History. Up to 30 CATS can be a 'related studies' module taken in another Goldsmiths discipline.	Various	60	6	Optional	1 & 2

Study Abroad

Goldsmiths offers a range of Study Abroad opportunities with partner university around the globe. You can go to another university for a term and take modules there and achieve credits which will count towards your degree. History currently has partnerships with: University of Amsterdam; University of Copenhagen; Aix-Marseille University; Leipzig University; and Dublin City University.

More information on studying abroad can be found at <https://www.gold.ac.uk/students/go-abroad/study-abroad/>

Part-time mode

Part-time students take not less than 45 CATS and not more than 90 CATS each year. In Year 1, students must take at least the following:

Module Title	Module Code	Credits	Level	Module Status	Term
Global Connections	HT51028A	30	4	Compulsory	1 & 2
Reading and Writing History	HT51030A	15	4	Compulsory	1

In Year 2, you must take any remaining modules listed in the full-time Year 1 programme.

Over the course of Years 3 and 4 you must take the modules listed in the full-time programme for Year 2.

Over the course of Years 5 and 6 you must take the modules listed in the full-time programme for Year 3.

Programme structure: BA History with Anthropology Pathway

The programme can be undertaken full-time (three years across three levels) or part-time (four to six years across three levels). All students take 360 CATS, 120 CATS at each level.

In the tables below, where a module is listed as 'optional' it is compulsory for students to take a module or modules. They are 'optional' in the sense that you are offered choice from a relevant list of module options or credit (CATS) values. 1 CAT = 10 hours of student effort. Options may change. Module lists will be made available annually at an appropriate point in the academic cycle.

Full-time mode

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Reading and Writing History	HT51030A	15	4	Compulsory	1
EITHER: Global Connections OR: Power, Emotions and Environment	HT51028A OR HT51045B	30	4	Compulsory	1 & 2
Historical Controversies	HT51029A	15	4	Optional	2
Anthropological Ideas	AN51017C	15	4	Compulsory	1
Anthropological Methods	AN51003A	15	4	Compulsory	2
Connected Curriculum: Identity, Agency and Environment 1 & 2	CC51001A	30 (2 x 15)	4	Compulsory	1 & 2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Either Radicalism and Revolution OR Empires in Comparative Perspective; together with two 15 CATS from a list approved annually by the Department of History. Up to 30 CATS can be a University of London intercollegiate Group II module.	Various	60	5	Optional	1 & 2
Optional modules to a value of 30 CATS from the following in Department of Anthropology: <ul style="list-style-type: none"> • Working with Images (15 CATS) • Anthropology of Religion (15 CATS) • Anthropology and Public Policy (15 CATS) • Critical Ecologies 	Various	30	5	Optional	1 & 2

Module Title	Module Code	Credits	Level	Module Status	Term
<ul style="list-style-type: none"> Indigenous Cosmopolitics and Global Justice (15 CATS) 					
Goldsmiths Elective Module (Chosen from a list made available annually of modules which provide an opportunity to undertake study in another discipline without pre-requisites or prior knowledge)	Various	15	5	Compulsory	1
The Goldsmiths Project	CC52001A	15	5	Compulsory	2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
30CATS chosen from a list to be published annually by the Department of Anthropology	Various	30	6	Optional	Varies
EITHER:					
30CATS credit special subject module from a list published annually by the Department of History which can be EITHER within the Department of History at Goldsmiths OR a University of London Intercollegiate Group III Special Subject module.	HT	60	6	Compulsory	1&2
30CATS from a list published annually by the Department of History.	Various	30	6	Optional	Varies
OR:					

Module Title	Module Code	Credits	Level	Module Status	Term
A 30CATS linking dissertation supervised jointly by the departments of History and Anthropology.	HT	30	6	Optional	1 & 2

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Part-time mode

Part-time students take not less than 45CATS and not more than 90CATS each year. In Year 1, students must take at least the following:

Module Title	Module Code	Credits	Level	Module Status	Term
EITHER: Global Connections OR: Power, Emotions and Environment	HT51028A OR HT51045B	30	4	Compulsory	1 & 2
Reading and Writing History	HT51030A	15	4	Compulsory	1

In Year 2, you must take any remaining modules listed in the full-time Year 1 programme.

Over the course of Years 3 and 4 you must take the modules listed in the full-time programme for Year 2.

Over the course of Years 5 and 6 you must take the modules listed in the full-time programme for Year 3.

Programme structure: BA History with Global History Pathway

The programme can be undertaken full-time (three years across three levels) or part-time (four to six years across three levels). All students take 360 CATS, 120 CATS at each level.

In the tables below, where a module is listed as 'optional' it is compulsory for students to take a module or modules. They are 'optional' in the sense that you are offered choice from a relevant list of module options or credit (CATS) values. 1 CAT = 10 hours of student effort. Options may change. Module lists will be made available annually at an appropriate point in the academic cycle.

Full-time mode

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Global Connections	HT51028A	30	4	Compulsory	1 & 2
Connected Curriculum: Identity, Agency and Environment 1 & 2	CC51001A	30 (2 x 15)	4	Compulsory	1 & 2
Reading and Writing History	HT51030A	15	4	Compulsory	1
Historical Controversies	HT51029A	15	4	Compulsory	1
Power, Emotions and Environment	HT51045B	30	4	Compulsory	1&2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
15 CATS optional modules, of which some are designated as Global History.	Various	30	5	Optional	1 & 2

Module Title	Module Code	Credits	Level	Module Status	Term
30 CATS core modules in History. Up to 30 CATS can be a 'related studies' module taken in another Goldsmiths discipline and up to 30 CATS can be a University of London intercollegiate Group II module.	Various	60	5	Optional	1 & 2
The Goldsmiths Elective (Chosen from a list made available annually of modules which provide an opportunity to undertake study in another discipline without pre-requisites or prior knowledge)	Various	15	5	Compulsory	1
The Goldsmiths Project	CC52001A	15	5	Compulsory	2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Special Subject module – supports dissertation - which must be EITHER: <ul style="list-style-type: none"> • Mughals, Munshi and Mistresses: Society and Rule in Early Colonial India • OR Healing, Magic and Mindfulness on the Silk Roads • OR Life in the Trenches: Perspectives on British Military History, 1914-18 • OR Postcolonial London: Migration, Race and Culture 	Various	30	6	Compulsory	1 & 2

Module Title	Module Code	Credits	Level	Module Status	Term
<ul style="list-style-type: none"> OR a University of London Intercollegiate Group III Special Subject module designated as Global History in a list published annually. 					
Dissertation – linked to special subject	Various	30	6	Compulsory	1&2
30CATS optional modules in History. Up to 30CATS can be a 'related studies' module taken in another Goldsmiths discipline.	Various	60	6	Optional	Varies

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Part-time mode

Part-time students take not less than 45CATS and not more than 90CATS each year. In Year 1, students must take at least the following:

Module Title	Module Code	Credits	Level	Module Status	Term
Global Connections	HT51028A	30	4	Compulsory	1 & 2
Reading and Writing History	HT51030A	15	4	Compulsory	1

In Year 2, you must take any remaining modules listed in the full-time Year 1 programme.

Over the course of Years 3 and 4 you must take the modules listed in the full-time programme for Year 2.

Over the course of Years 5 and 6 you must take the modules listed in the full-time programme for Year 3.

Programme structure: BA History with Military History Pathway

The programme can be undertaken full-time (three years across three levels) or part-time (four to six years across three levels). All students take 360CATS, 120CATS at each level.

In the tables below, where a module is listed as 'optional' it is compulsory for students to take a module or modules. They are 'optional' in the sense that you are offered choice from a relevant list of module options or credit (CATS) values. 1 CAT = 10 hours of student effort. Options may change. Module lists will be made available annually at an appropriate point in the academic cycle.

Full-time mode

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Global Connections	HT51028A	30	4	Compulsory	1 & 2
Connected Curriculum: Identity, Agency and Environment 1 & 2	CC51001A	30 (2 x 15)	4	Compulsory	1 & 2
Reading and Writing History	HT51030A	15	4	Compulsory	1
Historical Controversies	HT51029A	15	4	Compulsory	1
Power, Emotions and Environment	HT51045B	30	4	Compulsory	1&2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
15CATS optional modules, of which some are designated as Military History	Various	30	5	Optional	1 & 2

Module Title	Module Code	Credits	Level	Module Status	Term
30CATS core modules in History. Up to 30CATS can be a 'related studies' module taken in another Goldsmiths discipline and up to 30CATS can be a University of London intercollegiate Group II module.	Various	60	5	Optional	1 & 2
The Goldsmiths Elective (Chosen from a list made available annually of modules which provide an opportunity to undertake study in another discipline without pre-requisites or prior knowledge)	Various	15	5	Compulsory	1
The Goldsmiths Project	CC52001A	15	5	Compulsory	2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Special Subject module – supports dissertation - which must be EITHER: <ul style="list-style-type: none"> Life in the trenches OR a University of London Intercollegiate Group III Special Subject module designated as Military History. 	Various	30	6	Optional	1 & 2
Dissertation – linked to special subject	Various	30	6	Compulsory	1&2
30 CATS optional modules in History. Up to 30 CATS can be a 'related studies' module taken in another Goldsmiths discipline.	Various	60	6	Optional	Varies

Study Abroad

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More information on studying abroad can be found at <https://www.gold.ac.uk/students/go-abroad/study-abroad/>

Part-time mode

Part-time students take not less than 45 CATS and not more than 90 CATS each year. In Year 1, students must take at least the following:

Module Title	Module Code	Credits	Level	Module Status	Term
Global Connections	HT51028A	30	4	Compulsory	1 & 2
Reading and Writing History	HT51030A	15	4	Compulsory	1

In Year 2, you must take any remaining modules listed in the full-time Year 1 programme.

Over the course of Years 3 and 4 you must take the modules listed in the full-time programme for Year 2.

Over the course of Years 5 and 6 you must take the modules listed in the full-time programme for Year 3.

Programme structure: BA History with Politics Pathway

The programme can be undertaken full-time (three years across three levels) or part-time (four to six years across three levels). All students take 360 CATS, 120 CATS at each level.

In the tables below, where a module is listed as 'optional' it is compulsory for students to take a module or modules. They are 'optional' in the sense that you are offered choice from a relevant list of module options or credit (CATS) values. 1 CAT = 10 hours of student effort. Options may change. Module lists will be made available annually at an appropriate point in the academic cycle.

Full-time mode

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Global Connections	HT51028A	30	4	Compulsory	1 & 2
Connected Curriculum: Identity, Agency and Environment 1 & 2	CC51001A	30 (2 x 15)	4	Compulsory	1 & 2
Reading and Writing History	HT51030A	15	4	Compulsory	1
Historical Controversies	HT51029A	15	4	Compulsory	2
Power, Emotions and Environment	HT51045B	30	4	Compulsory	1&2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
15CATS optional modules in History. Up to 30 CATS can be a 'related studies' module taken in another Goldsmiths discipline and up to 30 CATS can be a University of London intercollegiate Group II module.	Various	60	5	Optional	1 & 2
Optional modules to a value of 30 CATS in Politics.	Various	30	5	Optional	1 & 2
The Goldsmiths Elective (Chosen from a list made available annually of modules which provide an opportunity to undertake study in another discipline without pre-requisites or prior knowledge)	Various	15	5	Compulsory	1
The Goldsmiths Project	CC52001A	15	5	Compulsory	2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Special Subject module – supports dissertation - in History or from a list of University of London intercollegiate Group III Special Subject modules.	Various	30	6	Compulsory	1 & 2
Dissertation – linked to special subject	Various	30	6	Compulsory	1&2
Optional modules to a value of 45 CATS in Politics.	Various	45	6	Optional	Varies
15 CATS optional modules in History.	Various	15	6	Optional	Varies

Study Abroad

Goldsmiths offers a range of Study Abroad opportunities with partner university around the globe. You can go to another university for a term and take modules there and achieve credits that will count towards your degree. History currently has partnerships with: University of Amsterdam; University of Copenhagen; Aix-Marseille University; Leipzig University; and Dublin City University.

More information on studying abroad can be found at <https://www.gold.ac.uk/students/go-abroad/study-abroad/>

Part-time mode

Part-time students take not less than 45 CATS and not more than 90 CATS each year. In Year 1, students must take at least the following:

Module Title	Module Code	Credits	Level	Module Status	Term
Global Connections	HT51028A	30	4	Compulsory	1 & 2
Reading and Writing History	HT51030A	15	4	Compulsory	1

In Year 2, you must take any remaining modules listed in the full-time Year 1 programme.

Over the course of Years 3 and 4 you must take the modules listed in the full-time programme for Year 2.

Over the course of Years 5 and 6 you must take the modules listed in the full-time programme for Year 3.

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 three 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 [Centre for Academic Language and Literacies](#) 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

Placement opportunities

Students on the BA History programme can choose to undertake History's work placement module. Placement opportunities have included: St Paul's Cathedral, the Jewish Museum, the Cinema Museum, the National Maritime Museum, the London Metropolitan Archives, the Bishopsgate Institute, the Museum of London Docklands, and the Wellcome Library and Archive. The Connected Curriculum module in year 2 also offers the opportunity to work with other Goldsmiths' students towards addressing UN Sustainable Development Goals in partnership with external organisations.

Employability and potential career opportunities

Equipping graduates with the flexibility, skills and confidence needed to achieve their ambitions are central components of the BA History at Goldsmiths. It provides you with the knowledge and skills that employers seek. According to the Institute of Student Employers, 82% of employers do not specify degree subject when recruiting graduates. The Hay Group found that 91% of recruiters believe that graduates with refined people skills will advance faster in their organisations.

A degree in history can take you to almost any place you want to go: from teaching, to the civil service, into business, and into social work. Ask around any organisation and you will find history graduates in the most senior positions. This is because history graduates have known expertise in understanding and navigating different organisational cultures, and adapting their knowledge, understanding, and skills to different sorts of complex problems.

History at Goldsmiths offers a range of opportunity for further study. It delivers several internationally renowned and ground-breaking MA programmes, including MA Queer History and MA Black British History. Through these programmes the department establishes and fosters a range of partnerships with some of the leading historical and cultural organisations in London and beyond, including English Heritage, Historic England, Historic Royal Palaces, the Black Cultural Archives, and the George Padmore Institute.

Goldsmiths' Careers Services offer tailored support to your individual needs. They can help you identify your career interests. They can also give you practical advice in preparing a CV and interview skills. They provide networking opportunities to meet with employers, especially those that are especially interested in you and the skills you can bring to their organisations as Goldsmiths' BA History graduates.

Programme-specific requirements

Undergraduate degrees have a minimum total value of 360 CATS. 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 CATS each year and part-time students not less than 45 CATS and not more than 90 CATS 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](#).

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

Specific programme costs

Some modules have optional field trips, which have a cost attached. The fee for the field trip is advertised at the point at which options are chosen each year.