

# **BA (Hons) Integrated Degree in Anthropology (including Foundation Year)**

## **Programme Specification**

**Awarding Institution:** University of London (Foundation Certificate Award and Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Final Award:** Foundation Certificate or Progression to BA (Hons) Integrated Degree in Anthropology

**Programme Name:** BA (Hons) Integrated Degree in Anthropology

**Total credit value for programme:** 360 credits

**Name of Interim Exit Award(s):** Not applicable

**Duration of Programme:**

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

Open Book pathway: 2 years (Foundation Certificate) + 3 years full-time (undergraduate degree)

**UCAS Code(s):** L601

**HECoS Code(s):** (100436) Anthropology

**QAA Benchmark Group:** Anthropology

**FHEQ Level of Award:** Level 3 (Foundation Certificate), and Level 6 (BA (Hons) Integrated Degree in Anthropology)

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** October 2022

**Home Department:** Anthropology

**Department(s) which will also be involved in teaching part of the programme:** Open Book; Computing

## **Programme overview**

This is a four-year degree at Goldsmiths including a foundation year in Anthropology. On successful completion of the foundation year, you can continue with the full-time three-year BA (Hons) Anthropology. The Open Book pathway into the Foundation Year, which is taken over 2 years in part-time mode, offers an overview of aspects of the social sciences, and includes modules in Academic Literacies, Modern Cultures in Interdisciplinary Focus, as well two core anthropology modules: Ways into Anthropology, and Contemporary Issues in

Anthropology. The first year of the part-time Open Book pathway is taught/hosted by Open Book and the Department of Computing.

The BA Integrated Degree in Anthropology provides an inclusive and flexible means, leading student through a personalised learning journey, for acquiring the foundational knowledge and academic skills required for successful study at degree level. In this respects, the programme not only employs face-to-face teaching, but also seeks to provide contexts in which students can engage with technologically-enhanced online/ blended-learning forms of teaching, which will extend the classroom to produce accessible, flexible and collaborative learning experiences. Elements of online teaching are currently incorporated into the Contemporary Issues module, the Short Research Project module and the Doing Anthropology module.

The programme also enables student to develop inter-disciplinary academic and independent research skills which are key to successful degree-level study, and highly transferable and relevant to success in the workplace. The programme thus links academic skills with the anthropological and interdisciplinary topics we cover. Students will also be provided with the digital (and audio-visual) literacies required to navigate and make the best use of a range of online resources and platforms useful to them during their studies and for future employability.

The programme is also aimed at facilitating students' ability not only to 'think anthropologically', but to engage critically and thoughtfully with academic theory and research from this and other disciplines. The emphasis on developing academic skills in the Foundation year will also enable students to express their ideas about a range of issues (in written, verbal and audio-visual/digital form) in a clear, concise, and articulate manner. Furthermore, the programme also supports students in the development of research-focused skills and projects (through the Doing Anthropology and Short research project modules), with a view to facilitating their ability to produce public/outward facing outcomes from their academic work. We also encourage students to engage creatively with the learning process through multimodal methods, such as using sketchbooks and other audio-visual techniques for recording and reflecting on knowledge.

Assessment methods employed on the Foundation Year (and beyond) of the BA Integrated Degree in Anthropology are varied and seek to engage students in a process of self-reflection on their own unique learning experiences; as such, our assessment procedures will provide the tools and methods to enable you to map out and participate in a personalised learning trajectory. Teaching will be delivered via face-to-face workshops, lectures, and seminars, as well as forms of supervised and self-guided online learning, all of which will afford multiple opportunities for students to engage in collaborative work around the development of academic skills. The also incorporates theories, voices, methods, and approaches which are sensitive to the diversity of Goldsmiths students' backgrounds, and inclusive of their varied experiences.

The Foundation year of the BA (Hons) Integrated Degree in Anthropology also introduces you to the key issues, themes and problems that have shaped anthropological thought, but with a particular focus on newer socially aware, politically engaged, decolonial practice which challenges many of the established norms of the subject. You'll be able to study all kinds of human society and culture to develop an understanding of the relevance of social anthropology for understanding contemporary cultural issues. We offer a fresher and more dynamic approach to the subject than the 'traditional anthropology' taught at other institutions. We look at anthropology from a contemporary perspective, which means that what you learn in the classroom will be relevant in a variety of public domains, in Britain and elsewhere. You'll have the opportunity to investigate anthropology in relation to politics, religion, knowledge, philosophy, social justice and environmentalism in ways which are socially, locally and globally engaged and relevant. As such, the Foundation Year incorporates the curation by students of a pop-up museum and an exploration of the anthropology of cities through their own experience of London and the material culture they encounter in their daily lives. In terms of their personalized learning journey, the Foundation year also encourages students to engage directly and personally with ideas around social justice, by liberating their own learning through the reflexive and critical interrogation of the ways that established and taken-for-granted pedagogies and epistemologies reproduce inequality.

## Programme entry requirements

Candidates must normally be 18 years of age by the 30th September in the year of entry to the programme. There are no formal qualifications required for admission and we do not expect any prior knowledge of the discipline of Anthropology. You will need to demonstrate that you can benefit from the programme and that you have the ability to develop research and critical reading skills. This could be demonstrated informally or through level 2 or three qualifications. Selection will normally be through interview. The programme has been designed, both in content and in its procedures, to attract students of all ages and from all backgrounds. Underlying the admissions criteria is the ethos that the student body should be as diverse as possible, since this creates not only an inclusive, supportive and stimulating environment for learning, but serves to benefit the general teaching and research environment of the department and the college.

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

Given the diverse nature of students that the programme is designed to attract, many applicants are also interviewed, where the following additional criteria are evaluated:

- reasons for applying to do a degree in anthropology
- reasons for applying to Goldsmiths

- background knowledge/expectations of subject
- intellectual potential and analytic skills
- ability to express ideas verbally and engage in debate
- motivation to complete the programme

Sensitive and detailed interviews therefore can alter the usual criteria for entry on a case-by-case basis.

## Programme learning outcomes

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Knowledge and understanding of the history and intellectual foundations of social anthropology and associated disciplinary areas. The overall purpose of the programme is to offer a challenging and contemporary syllabus, shaped by current anthropological and interdisciplinary research, with a focus on areas such as activism, global social justice, decolonization, and sustainability. The programme will enable students to develop their critical capacity, become sensitive to the cultural context of all aspects of society, and gain a critical understanding of key contemporary issues as seen through the lens of decolonial anthropological analyses. Individual modules contribute to attitudes of inclusivity, empathy, understanding and flexibility, and an enhanced understanding of social life	Integrated Degree in Anthropology: all modules; Open Book pathway: Modern Cultures in Interdisciplinary Focus; Ways into Anthropology; Contemporary Issues in Anthropology.
A2	Knowledge and understanding of diverse worldviews, subjectivities and experiences, and of how and of how social and cultural processes naturalise	Integrated Degree in Anthropology: all modules; Open Book pathway: Modern Cultures in Interdisciplinary

Code	Learning outcome	Taught by the following module(s)
	attitudes and assumptions about ethnicity, gender and other areas of social and cultural difference.	Focus; Ways into Anthropology; Contemporary Issues in Anthropology
A3	Knowledge and understanding of how anthropological and other socially- and culturally-relevant disciplines can inform engaged responses to a range of pressing social issues, and can promote social justice and sustainability in relation to this	Integrated Degree in Anthropology: all modules; Open Book pathway: Modern Cultures in Interdisciplinary Focus; Ways into Anthropology; Contemporary Issues in Anthropology

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The ability to synthesise academic material, to develop arguments, and to critically analyse and evaluate theories and ideas in the field of anthropology and other related disciplines	Integrated Degree in Anthropology: all modules (but specifically Studying Anthropology); Open Book pathway: all modules (but specifically Academic Literacies).
B2	The ability to illustrate and support points of view, as well as to employ self-reflective approaches in relation to this and in relation to understanding the points of views of others.	Integrated Degree in Anthropology: all modules (but specifically Studying Anthropology); Open Book pathway: all modules (but specifically Academic Literacies).
B3	to critically evaluate ideas concerning changes and continuities in relation to social anthropology and other related disciplines	Integrated Degree in Anthropology: all modules (but specifically Studying Anthropology); Open Book pathway: all modules (but specifically Academic Literacies).

**Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	to apply enhanced literacy (including audio-visual and digital literacies) and communication skills in a range of contexts	Integrated Degree in Anthropology: all modules (but specifically Studying Anthropology and Doing Anthropology); Open Book pathway: all modules (but specifically Academic Literacies and Modern Cultures in Interdisciplinary Focus)
C2	to develop academic and transferable research skills	Integrated Degree in Anthropology: all modules (but specifically Studying Anthropology and Doing Anthropology); Open Book pathway: all modules (but specifically Academic Literacies and Modern Cultures in Interdisciplinary Focus)
C3	to engage with and reflect on classical and contemporary issues in anthropology and other related disciplines	Integrated Degree in Anthropology: all modules (but specifically Studying Anthropology and Doing Anthropology); Open Book pathway: all modules (but specifically Academic Literacies and Modern Cultures in Interdisciplinary Focus)
C4	To develop an understanding of professional ethics in the context of forms of social research both within academic settings and within the workplace.	Integrated Degree in Anthropology: all modules (but specifically Studying Anthropology and Doing Anthropology); Open Book pathway: all modules (but specifically Academic Literacies and Modern Cultures in Interdisciplinary Focus)

## Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	The application of research and information retrieval skills	Integrated Degree in Anthropology: all modules (but specifically Studying Anthropology and the Short Research Project); Open Book pathway: all modules (but specifically Academic Literacies and Modern Cultures in Interdisciplinary Focus)
D2	The ability to produce socially-relevant, outward/public-facing outcomes through the presentation of information and ideas in a structured, coherent and effective manner (in written, audio-visual, and digital formats)	Integrated Degree in Anthropology: all modules (but specifically Studying Anthropology, the Short Research Project, and Visual, Digital and Material Cultures); Open Book pathway: all modules (but specifically Academic Literacies and Modern Cultures in Interdisciplinary Focus)
D3	The ability to engage in co-operative/team activities and collaborative research in ways relevant to post-university employability.	Integrated Degree in Anthropology: all modules (but specifically Studying Anthropology and the Short Research Project); Open Book pathway: all modules (but specifically Academic Literacies and Modern Cultures in Interdisciplinary Focus)

## Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Progression (Outstanding/Exceptional)	90%-100% This range of marks is awarded to a submission which is outstanding on all counts. The submission should demonstrate the candidate's initiative in drawing upon relevant sources outside of reading lists, and in doing so should also indicate a cross-disciplinary understanding of the issues under debate. The submission should incorporate a diverse range of theoretical concepts and indicate a high level of understanding and critical analysis. The response should be extremely well structured and written in consistent academic style, marshalling detailed material and ethnographic evidence. It should generally demonstrate a high degree of insight, and reflexivity. Essays will be

		<p>thoroughly and correctly referenced, with complete in-text citations and references and/or bibliography.</p> <p>80%-90% This range of marks is awarded to a submission which indicates an advanced grasp of the issue, and a detailed understanding of the subject under review. The response should be extremely well structured and coherent, and written in a fluid style with few or no spelling or grammatical mistakes. It should demonstrate an advanced grasp of diverse range of relevant issues, arguments and theoretical perspectives. The essay should demonstrate a level of independent and critical thinking, as well as use of critical analysis and the development and deployment of arguments, material evidence and ethnographic examples.</p> <p>Essays will also be thoroughly and correctly referenced, with complete in-text citations and references and/or bibliography</p>
70-79%	Progression (Very Good)	<p>This award is assigned to a submission which indicates a mature and accurate grasp of the issue, and a broad understanding of the subject under review. The response should be well structured and coherent, and written in a fluid style. It should be well argued, indicating an understanding of relevant theoretical perspectives and demonstrate use of appropriate, referenced, detailed examples. It will show clear evidence of research/planning. Overall, the essay will be fluently written, with clarity, focus and coherence. It will demonstrate clear evidence of critical argumentation and analysis.</p> <p>Essays will also be thoroughly and correctly referenced with a complete and properly organised bibliography.</p>
60-69%	Progression	<p>This award is assigned to a submission which is overall a very competent piece of work. The work will focus on the question and provide a clear answer. It will show a good level of knowledge and understanding of relevant module material; and show evidence of a critical engagement with a range of reading. It will demonstrate the ability to use ideas from the reading to support and develop arguments, and use relevant examples. It will make relevant use of both theory and ethnography. The essay will be well written, detailed and provide relevant examples. It will demonstrate identification and grasp of appropriate concepts and theories. It will show evidence of research/planning and demonstrate a logical and coherent argument. The essay should also demonstrate the ability to develop the writer's own thoughts and arguments, and should contain little or no material that is irrelevant to the subject under discussion. It will demonstrate selective use of</p>



		research material, and be referenced with a complete and properly organised bibliography
50-59%	Pass (Foundation Certificate)	<p>A pass mark is awarded to a satisfactory piece of work that addresses and remains focused on the question posed. It will demonstrate that relevant basic reference texts and module materials have been read and understood. It will make use of ethnographic examples. It will be reasonably well structured and coherently presented. It will have at least a partial/complete bibliography and in-text citations. It will show some evidence of research/planning and there should be some coherence and substance to the argument. At the lower end of the grade range essays may be too descriptive or generalised, be lacking in a clear analysis, or indicate a lack of personal engagement with the issue at hand. They may also show limited knowledge and understanding of module materials, lack relevant ethnographic examples, may be weakly structured, poorly argued or analysed, and demonstrate little originality or ambition, but will show some evidence of reading and comprehension.</p> <p>Essays at the lower range of the scale may also be poorly presented, have inadequate in-text citations and references and/or bibliography, or demonstrate poor research or planning skills.</p>
40-49%		<p>This mark is assigned to submissions with little content or evidence of reading relevant literature. The topic of the question may not be addressed at all or the submission fails to answer or understand the question set. Essays may be short, irrelevant material may be included and the candidate may rely on personal opinion. An overall argument may be absent. The essay may be short and thin, scrambled, in bullet points or outline, demonstrating little knowledge of the subject matter. What is written may have little connection to the subject under discussion, and may contain factual errors. At the higher end of the marking range, submissions may be entirely descriptive and lacking in analytical skills, display weak writing and be missing in-text citations, references and/or bibliography. The technical standard, content and structure may be weak. There will be little or no evidence of research/planning nor critical awareness.</p>
25-39%	Fail	<p>This mark is assigned to submissions that suggest some rudimentary understanding of the issues concerned. Essays are likely to provide no evidence that the candidate would have been able to answer the question better with more time or through a different form of assessment. They may have</p>

		virtually no content or essay structure and lacking in supporting ethnographic data; they are difficult to follow and/or incoherent.
10-24%	Bad fail	A submission that is not a complete script or not deemed to be a legitimate submission to pass in any way whatsoever. The submission may be so short as to not qualify as an argument; it may contain just a few sentences, and these may be wholly irrelevant
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and module must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

## Mode of study

Subject-content knowledge is developed through direct teaching, with preparatory and self-reflective tasks set to enable you to place your own learning experiences in context and to develop your own personalised learning journey. The face-to-face sessions are organised so as to incorporate lecture-style input with opportunities for pair, small group, 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/practice-based exercises, and discussions. Practical/subject skills are developed through direct teaching, occasional preparatory tasks set to enable you to place your own learning experiences in context and participation in coursework. Forms of technologically-enhanced teaching and blended learning will involve online sessions, exercises and discussions to provide flexibility in how students learn.

The development of transferable skills will be encouraged by full participation in the programme sessions, and in the work required for the written assignments, presentations, and audio-visual and digital-based assignments

## Programme structure

Students who successfully complete the Foundation Year (Year 0) by passing all modules and achieving an overall progression mark of 60% or above will then progress directly to Year 1 on the BA (Hons) Integrated Degree in Anthropology, and will then progress through the same programme structure as the BA (Hons) Anthropology programme.

## Full-time mode

### Academic year of study 0 / Foundation Year

Module Name	Module Code	Credits	Level	Module Type	Term
Ways into Anthropology	AN50004A	30	3	Compulsory	1 & 2
Contemporary Issues in Anthropology	AN50005A	30	3	Compulsory	1 & 2
Short Research Project	AN50008A	15	3	Compulsory	2
Doing Anthropology: Methods and Ethics	AN50009A	15	3	Compulsory	1
Studying Anthropology	AN50010A	15	3	Compulsory	1
Visual, Media, and Digital Culture	AN50011A	15	3	Compulsory	2

### Part-time mode - Academic year of study 0 (year 1), Open Book Pathway

Module Name	Module Code	Credits	Level	Module Type	Term
Modern Cultures in Interdisciplinary Focus	IS50007A	30	3	Compulsory	1 & 2
Academic Literacies	IS50008A	30	3	Compulsory	1 & 2

### Part-time mode - Academic year of study 0 (year 2), Open Book Pathway

Module Name	Module Code	Credits	Level	Module Type	Term
Ways into Anthropology	AN50004A	30	3	Compulsory	1 & 2
Contemporary Issues in Anthropology	AN50005A	30	3	Compulsory	1 & 2

### Academic year of study 1 – Please see BA (Hons) Anthropology Programme Specification

The full-time programme is Year 0 of an integrated degree programme leading finally to a full BA (Hons) Integrated Degree in Anthropology. Entry to Level 4 study is via the content

outlined in the BA (Hons) Anthropology Programme Specifications. This should be read in conjunction with the programme specification of the BA (Hons) Anthropology programme which contains descriptions of all the component modules in the full programme of study and identifies the learning outcomes and skills that you should achieve by engaging fully with the learning process offered up to level 3. These outcomes are not repeated here. The

part time pathway goes further to achieving the aim of opening up our degrees to ‘non-traditional’ students, and facilitating the route into education for mature and non-traditional students making life changing decisions.

Assessment, marking and teaching of the first year of the Open Book pathway will be undertaken by Open Book tutors in conjunction with the Computing department (who will convene and oversee the first year of this pathway). In the second of the Open Book pathway, assessment, marking and teaching will be undertaken by members of the anthropology department. The Open Book pathway will be externally moderated by an examiner agreed upon by both the Computing and Anthropology departments.

Both programme pathways aim to develop students’ knowledge and understanding of the discipline, history and methodology of modern anthropological practice, and to give them the skills necessary to progress successfully on to the BA programme.

## **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**

The programme is intended to facilitate entry to Level 4 / Year 1 of Degree Level Study, so its key focus is on provided students with the academic skills necessary for the transition to this level of study. In this respect placement opportunities are not currently available in the Year 0/Level3/Foundation year of the BA Integrated Degree in Anthropology, as the focus of the Foundation year is to prepare students academically for transition to level 4. However, placement opportunities are available at later stages of the programme when students progress from the Foundation year.

## **Employability and potential career opportunities**

The programme is intended to lead directly into Year 1 of the BA in Social Anthropology. Each year graduating students from the BA find work in the fields of overseas development, social services and care work, the leisure industry, the cultural and heritage sector, journalism and the media.

### **Employability Statement**

Anthropology Integrated Degree offers a range of employability experiences of varying depth. Goldsmiths has developed the Elements tool to identify what transferable skills students should expect to gain through their student journey.

The key Elements which offer a substantial depth of experience in this programme are Showcasing Talent, Collaborative Practice and Questioning the Status Quo. Definition and Location in Programme.

The definition of Showcasing Talent is: The capability to speak confidently about one's own abilities, work and ideas and the confidence to share them with the world. In this programme, students can substantially develop this skill in the following modules: Academic Literacies (compulsory PT), Studying Anthropology (compulsory FT), Short Research Project module (compulsory FT).

The definition of Collaborative Practice is: The ability to work together with different people with different skills and viewpoints to realise common goals and objectives. In this programme, students can substantially develop this skill in the following modules: Academic Literacies (compulsory PT), Contemporary Issues in Anthropology module (compulsory FT).

The definition of Questioning the Status Quo is: The desire to critically question ideas and concepts, engaging in reflective and independent thinking. In this programme, students can substantially develop this skill in the following modules: Modern Cultures in Interdisciplinary Focus (compulsory PT), Ways into Anthropology module (compulsory FT).

### **Potential Career Paths**

The typical types of career opportunities from this programme using Showcasing Talent include, but are not limited to: Public relations officer; Higher education lecturer. The types of career opportunities from this programme using Collaborative Practice include, but are not limited to: Charity officer; Community development worker; International aid/development worker, UX Researcher

The types of career opportunities from this programme using Questioning the Status Quo include, but are not limited to: Social researcher; Higher education lecturer; Equality, diversity and inclusion officer, Charity Officer

### **Using Elements to Support Career Planning**

In considering career choices, students should reflect on what Elements such career choices might need and build a programme of in curriculum and extra curriculum engagement that allows them to develop these skills and experiences. Career aspirations may change as students progress through the Anthropology Integrated Degree programme, so taking time to reflect on a regular basis and speaking to people about career ideas is strongly encouraged.

The condition of the UK labour market will impact on the availability of opportunities in terms of supply and demand, so speaking to people in industry and getting information from the Careers Service can help students keep on track and set realistic goals.

### **Programme-specific requirements**

Integrated degree programmes consist of a foundation year (Year 0) with a value of 120 credits at Level 3 of the Framework for Higher Education Qualifications. Students who achieve the minimum progression requirements set out within the programme specification are guaranteed progression onto year 1 of specified undergraduate degree programmes. 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 “Programme Structure”. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

Year 0 = Level 3

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**

Not applicable