

Programme Specification

Undergraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	BA (Hons) Politics, Philosophy, and Economics
Name of Interim Award(s)	N/A
Duration of Study/Period of Registration	3 years full-time
UCAS Code(s)	LLV1
QAA Benchmark Group	Sociology, Anthropology, Politics, Philosophy, Economics
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification last updated/approved	May 2017
Primary Department/Institute	Politics and International Relations

Departments which will also be involved in teaching part of the programme
Anthropology, Media & Communications, Sociology

Programme overview

The PPE programme is a new programme, taught by four new academic staff members specifically hired for the purpose of teaching delivery and research in this area. In addition, colleagues from the Departments of Politics and International Relations, Sociology, Anthropology and Media and Communications will enhance existing modules and turn those into core and optional modules. This new degree constitutes a Goldsmiths-style interpretation of the traditional and conventional PPE degree commonly associated with the University of Oxford. The PPE degree has traditionally served as the bedrock and the institutionalised finishing school of aspiring future members of upper echelons of professions, including banking, the media and government. During the twentieth century the London School Economics endeavoured to serve as a training academy for the future administrators, thinkers, and critics of the British Welfare State. Goldsmiths' proposed PPE programme aspires undertake nothing less intellectual with a distinct slant. The College is globally recognised as a centre of academic excellent in the creative and visual arts.

Thus, the College trains and educates the creative minds, entrepreneurs and movers and shakers across the disciplinary boundaries of the fine arts and design. In addition, the social sciences and humanities at Goldsmiths College are renowned for their unique interpretation of their respective disciplines. Building on these strengths, the new PPE degree seeks to reinterpret and redefine the content and the meaning of the canon usually associated with such programmes. The label is the same, but the content radically different. We are investigating the major political, social, cultural and policy challenges of the twenty-first century, including the role of the state in the economy, the ethics and economics of redistribution, the politics of multi-polar and globalised world, and the challenges of a sustainable non-autistic economic model. Although Goldsmiths has noted strengths in European area studies, this programme is unique in capitalising on world class scholarship on non-Western regions including China, Japan, India, Africa and the Global South. Unlike an orthodox PPE degree, in which the three core disciplines are taught in parallel to each other, the Goldsmiths PPE degree stresses the links between politics, philosophy and economics, and encourages students to work across these disciplines.

The degree is composed of a combination of core modules and options. In the first year, students will follow three core modules, drawing together training in political economy, economics, philosophy

(including political philosophy), and a fourth option offered from the Department of Politics and International Relations (international relations, UK and European Politics, and postcolonial studies). In the second year, students will continue their core training in economics (which covers heterodox and orthodox theories); take a core module in philosophy, which moves more towards continental philosophy; take a core module in economic and political anthropology (taught in the Anthropology department); and then select from amongst the various 15 credit second year options offered to all Politics students. In the third year, students are required to write a substantial dissertation, and complete their education by choosing modules in their areas of interest representing the PPE fields as well as inter-disciplinary options.

Internationally and nationally Goldsmiths College is recognised and prized for its interdisciplinary academic and practice and research as well as its commitment to encouraging unorthodox scholarly enquiry. At Goldsmiths PPE students will be taught by some of Europe's top political scientists, political economists, sociologists, anthropologists, and cultural theorists. Our staff are responsible for actively shaping their disciplines – they are pioneers in their fields, and write the books that are on student reading lists. They have a global outlook and their research and teaching has a global reach. Staff contributing to the programme hail from over 20 different countries and our student body is similarly diverse. The programme will challenge received wisdom students and will encourage students them to question subjects from many different perspectives. Students will also be exposed to a lively events programme that attracts renowned speakers, meaning that they will have the opportunity to hear the latest anthropological, political and sociological arguments, theories and ideas.

Upon completion of the PPE degree, students will have mastered quantitative and qualitative research methods in the social sciences, including economic modelling. Our graduates will be able to converse in the language of neo-classical economics, but would have been encouraged to question core assumptions underpinning this paradigm.

Programme entry requirements

The typical offer will be AAB at A-Level, subject to the Goldsmith's more general entrance requirements: <http://www.gold.ac.uk/ug/apply/entrance-requirements/>

The BA (Hons) Politics, Philosophy and Economics (PPE) degree at Goldsmiths has been designed to appeal to students who want to study PPE but in a new unorthodox but rigorous fashion. The degree is likely to appeal to three groups of students:

- those following A Levels (or equivalent) in subjects such as economics, geography, history, law, media studies, philosophy, politics and/or sociology;
- those studying the humanities who decide they now wish to follow a pathway through the political science; economics and the social sciences;
- those who have hitherto studied the natural sciences but who now want to follow a career path more attuned to contemporary debates in politics, economics, policy-making and the social sciences.

Aims of the programme

The programme aims to:

The BA (Hons) Politics, Philosophy and Economics (PPE) programme provides students with challenging and rigorous curriculum that equips students the conceptual and methodological tools to analyse and explore major political and economic themes. The degree examines core debates in politics, philosophy and economics permitting students to become informed contributors. The programme prepares students for a variety of careers in government, policy analysis, research, the media, ngos, charities, the creative industries, and the private sector.

The programme enables students to:

- Develop a sound understanding and confident views of both concepts and methods in economics and political economy, permitting critical engagement with arguments concerning the role of the state and market forces.
- Gain a thorough understanding of the major contributions to philosophy and political theory and to learn apply categories and concepts to the study of the controversies and challenges of twenty-first century global, national and local societies.
- Identify the connections between politics, philosophy and economics, so as to think critically about political economy, broadly understood.
- Interrogate and understand the complexity inherent in a multi-nodal world.
- Develop a range of practical skills and confidence in analysis, data collection, evaluation, argument and debate, critical reading and writing.
- Compare theoretical ideas and make reasoned judgements about their strengths and weaknesses, thinking critically while being sensitive to alternative perspectives

What you will be expected to achieve

Each component module of this programme has its own detailed learning outcomes and related methods of assessment that complement the overall learning outcomes of the programme. By the end of the programme, a typical student engaging fully in the programme modules and activities, should expect to have acquired knowledge and understanding of:

Knowledge and Understanding		Taught by the following modules
A1	Key theories, insights and concepts, changing paradigms and debates that have informed politics, philosophy and economics in the classical, modern and contemporary periods. This includes classical debates about the nature of contemporary politics, the interaction of the modern state and markets, the evolution of the ethical underpinnings of a democratic and liberal society in an increasingly globalised world.	These outcomes will be assessed in all five core modules during the first year: Introduction to Political Economy; Principles of Economics; Problems of Ethics; Introduction to Political Philosophy; Issues in Political and Cultural Economy; as well as in the options offered from the Politics Department as the sixth module (World Politics, UK and European Comparative Governance and Politics, and Politics of Other Cultures). They will be covered in 2nd year modules, Politics, Economics and Social Change; International Trade; International Monetary Economics; Knowledge & Subjectivity; Aesthetics in addition to a further choice of Politics options.
A2	The diversity of theoretical approaches used within the three disciplines to understand: the dynamics of political systems and institutions; the conduct of political action; government and policy; political ideologies; culture; markets and their imperfections; promises and fallacies of marketisation; and ethics, norms, values and their political ramifications.	These outcomes will be achieved by being central to many of the modules offered here, including the five core modules during the first year and the five required second year modules. Finally, they will be addressed in the third year options.
A3	The nature of evidence and methods in politics, economics and political economy. This includes an understanding of: how to formulate research problems; how to develop research projects; the value of comparative methods; how to apply research methods and strategies in practical	Initially, students will be introduced to these in the framework of the five core modules during the first year: Issues in Political and Cultural Economy; Introduction to Political Economy; Introduction to Political Philosophy;

	contexts; the use of comparative methods; how to analyse quantitative appropriate software; cultural perspectives on economy and economics; and real world practical and ethical issues in political and social research.	Problems of Ethics; Principles of Economics; in addition to a choice of one further module offered by the Politics Department (either World Politics, UK and European Comparative Governance and Politics). Students will develop these learning outcomes at a deeper level through taking a combination of core and optional modules covering politics, philosophy and economics in second and third years, in which they will be exposed to different methodologies and approaches within these discipline areas.
A4	A variety of specialist themes, concepts and topics in politics, philosophy and economics.	These will be addressed principally during the third year optional modules.
A5	Theoretical and empirical links between politics, philosophy and economics; to recognise the economy as politically, culturally and intellectually constituted; to recognise modern politics as centrally concerned with economic issues, alongside normative questions of liberalism; to see how philosophical ideas permeate political economy, and later economics.	In years one and two, there is a core module which aims to support this learning outcome. In year one, it is Issues in Political and Cultural Economy; in year two, it is Politics, Economics and Social Change. These modules refuse to take narrow definitions of the 'political' or the 'economic'. These then prepare students for the 3rd year, when they are encouraged to do dissertations which draw on multiple disciplinary perspectives.

Cognitive and Thinking Skills		Taught by the following modules
B1	The ability to think critically and make informed judgments about the theoretical and methodological approaches, concepts and debates you have learned about	All modules
B2	An ability to employ and make appropriate use of the language and concepts of politics, philosophy, economics, sociology and anthropology	All modules, but specifically the core modules in the first and second year.
B3	The ability to describe and evaluate alternative views of political action, institutions and policy-making processes based on a newly acquired command of concepts in political economy	All modules, but specifically the core modules in the first and second year.
B4	The ability to apply original, critical and informed approaches to an empirical, political or theoretical problem or issue	All modules
B5	Insight into complex and changing political ideas, norms, values, and ethics	All modules
B6	Skills in the analysis and lucid evaluation of alternative views in the engagement with major thinkers, debates, concepts and intellectual paradigms within the three disciplines	All modules, but specifically the core modules in the first and second year.
B7	Skills in the analysis, evaluation, judgment and synthesis of complex texts, theories or empirical evidence (including simple economic modelling and quantitative data)	All modules but specifically the political economy and economics-oriented modules in the first and second year.

B8	Enhanced written and verbal communication skills in the formulation, structuring and presentation of coherent and persuasive arguments; the ability to bring together and synthesise theory and evidence in support of an argument; the ability to recognise the limitations of elementary or general arguments based on specific or local situations; the ability to recognise political/social complexity and depth.	All modules
B9	The ability to make connections between theories and contemporary political-economic events; to see how theory and history contributes to an understanding of the present, and the crises of the early 21st century.	All modules, but especially Issues in Political and Cultural Economy

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Ability to express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of your written work; identifying the sources of your knowledge and attributing ideas accurately to these sources	All modules
C2	Reading, learning, research and study skills; including retrieval, selection and management of information from a variety of electronic and non-electronic sources	All modules but particularly the dissertation
C3	Powers of verbal and written expression and presentation	All modules
C4	Ability to work on own initiative; including learning about ways and methods for motivating oneself	All modules
C5	Group-work skills, including communicating, negotiating and working with people from diverse backgrounds; developing interpersonal skills in the giving and receiving of criticism	All modules
C6	Presentation skills, including skills in preparation	All modules
C7	Ability to make judgments about the basis of different opinions, evidence, and claims	All modules
C8	Ability to plan, design, manage and complete an independent project; time management skills, including planning and organising your own work	Dissertation
C9	An on-going self-reflexive approach to interpreting, evaluating and assessing the characteristics, strengths and weakness of theories and empirical evidence.	All modules

Transferable Skills		Taught by the following modules
D1	SEE SUBJECT SPECIFIC SKILLS ABOVE	SEE ABOVE

How you will learn

Learning and teaching methods and strategies to support knowledge and understanding
During the three years of the degree, students will attend and take part in a wide range of learning and teaching activities that will enable them to achieve the learning outcomes for the degree, including

weekly lectures, tutorials, seminars, workshops, dissertation classes, practice sessions and individual supervisions. They will also be expected to regularly undertake a great deal of independent reading and research. The degree also offers a range of extra-curricula discussions and activities (e.g. film screenings; presentations of research by Goldsmiths researchers), to enrich the learning and social experience.

Core module lectures. The main aim of a lecture is to introduce key writers, theories, debates, themes, and concepts in a structured way. A lecture enables you to acquire concise knowledge and stimulate your thinking about a particular topic, while a lecture block enables you to situate weekly themes within a broader context. A variety of lecturing styles is used, from instructional lectures followed by student questions, the use of audio-visual material, to more participatory approaches that can combine several shorter lecture periods with discussions and exercises.

Tutorials and Seminars. Core and options module lectures are supported by smaller group work in seminars or classes. The main aim of the tutorial class or seminar is to enable the student to explore in greater depth and detail specific lecture themes and topics, relate these to other lectures, modules, and writers, and relate them to her/his own reading and ideas. The student's knowledge and understanding of lectures and independent reading is reinforced in seminars and classes. In classes and seminars, lecture material may be covered in more detail, related to empirical examples that will facilitate and enhance the student's understanding of the lecture; a range of group-work methods and exercises may be undertaken that extend your knowledge and understanding of the lecture and module themes. The student is expected to produce regular non-assessed written work for her/his tutor or seminar leader and make at least one class presentation during each year. Non-assessed assignments and presentations enable you to expand and demonstrate your knowledge and understanding of an area, develop arguments in relation to the literature, and develop study, writing and presentation skills. The student will receive both general and individual feedback on your non-assessed work and presentations.

Options Modules. Third year options modules are taught by a combination of weekly lectures followed by seminars. These modules allow the student to explore in greater depth the specialist areas of interest.

Dissertation workshops, tutorials and supervision. In the third year, the student will attend dedicated dissertation workshops during which you will explore the methods and techniques you will require in order to undertake your dissertation. The student will receive one-to-one dissertation supervision and guidance during office hours. The dissertation supervisor will encourage students to explore your ideas and creativity in undertaking an independent and critical piece of research, while drawing on knowledge and understanding from across the PPE programme. Students may choose to assemble a dissertation that draws on their command on qualitative and quantitative research methods, possibly including a substantial amount of original empirical research.

Office Hours. Throughout the degree students will be able to visit academic staff during their regular office hours in order to discuss ongoing work with them on a one-to-one basis, receive guidance and comments on non-assessed work, and receive further detailed support the process of learning.

Cognitive/Thinking Skills

The acquisition of these skills is achieved by full participation in the structured learning activities, the completion of the module, its examined work, and independent study. Students will receive feedback from tutors throughout the programme during seminars and tutorials and written feedback will be given on submitted coursework. Tutorial support is constantly available to advise on progress in skill acquisition in both theoretical and practice-based studies. Students are expected to demonstrate progress towards these skills in written submissions involving both formally examined as well as non-assessed coursework. Tutors will provide detailed feedback on progress through the non-assessed coursework produced. Similarly, criteria for examined work include the ability to think critically, provide a clear and focused argument, marshal and make use of evidence, and write and present ideas clearly and in a structured way. These skills are tested through coursework, examinations, the dissertation, class

participation and tutorials.

Subject Specific/Transferable Skills

The tutorial and seminar systems address the development of skills 1.-9 from the start of the programme. All core and options modules require students to read, analyze and critically evaluate arguments, judgments, ideas and evidence; work independently on your coursework; regularly produce written work; actively participate in group-work activities; and contribute to options module seminar discussions and presentations. Students will be expected to manage their timetable and their assessed and non-assessed coursework within the context of college, departmental and tutorial deadlines (8). All third year students have to undertake and submit an independent research project (8). Coursework, assessed or otherwise, is expected to be word-processed and students are strongly encouraged to attend College computer, IT and library induction modules (1, 6). For several options modules and for your third year dissertation, students will be expected to make use of the Department's Learning and Teaching material on the College intranet, Web-based search engines, and CD-ROM based information retrieval and research facilities (1, 8).

How you will be assessed

Assessment methods to test academic achievement

The Politics, Sociology and cognate departments all use broadly complementary methods in order to examine student work in ways that are appropriate for and related to the different learning outcomes of the programme. This is also true for the newly created modules exclusive to PPE students. Each module taken provides a written module outline in which module aims, learning outcomes and methods of assessment are explained in detail. The PPE programme will provide a uniform experience to its students in relation to assessment.

Core modules in the 1st and 2nd years may either be examined by seen or unseen exam papers, and/or written module work, including problem sets for the economics-related modules. Where this is not the case this is clearly noted in specific module outlines.

Third year option modules are generally assessed by seen and unseen exams, and/or written module work. In the 3rd year students also complete a 10,000 word dissertation.

Assessment methods to test the achievement of skills

The development of these skills is important in ensuring that students take full advantage of the opportunities offered by each of the components of their degree programmes in order to achieve its learning outcomes. Tutors will provide feedback on relevant transferable skills areas. For example, if a tutor believes that a student could benefit from further development of study, communications, time management, citation, information retrieval, group-work or presentation skills they will advise on how this might be accomplished, and direct students to further sources of advice and support. Some transferable skills are directly relevant to assessment criteria. These include skills in finding, selecting and evaluating relevant information, creating and presenting a coherent and well-structured argument using appropriate evidence, powers of written expression, and ability to communicate clearly and in a structured way.

Achievement of outcomes is assessed through written work in relation to a module's and the programme's outcomes with regard to:

- the College's generic grading criteria;
 - the Department's general assessment criteria;
 - the particular assessment criteria identified for a given module;
 - the requirements of the specific essay or assignment or examination answer undertaken.
- The Department's general assessment criteria for written work are as follows and (except where the nature of the assignment is not a critical essay) should be borne in mind throughout your work in your degree programme:

- the extent to which the specified module learning outcomes have been achieved
- the originality, ambition, scope and relevance of the essay in terms of the topic being addressed.
- the structure and form of the essay.
- the presentation of the essay in terms of attention to clarity of expression,
- clear print/handwriting, spelling and punctuation in accordance with the 'Guidelines on Writing and Presenting Essays' in the Department's Undergraduate Handbook.

Coursework submitted for formative assessment will be returned with constructive criticism; summative assessment is returned with constructive comments and assigned a percentage mark. The following explanations indicate how grades are assigned. (But note that grade criteria are flexible: an excellent discussion may be compromised by poor expression or organisation; an eloquent discussion may be fundamentally irrelevant. Examples of other factors adversely affecting a grade would be repetition, or incompleteness, or serious failure to meet the prescribed length.)

MARKING CRITERIA FOR WRITTEN ASSESSMENTS

The marking criteria for examined coursework, seen and unseen exams and dissertations are:

- The extent to which the specified module learning outcomes have been achieved
- The originality, ambition, scope and relevance of the written work in terms of the topic being addressed
- The structure and form of the writing
- The presentation of the work in terms of attention to clarity of expression, clear print/handwriting, spelling and punctuation. In the following, the marking criteria for the Department of Politics will be presented.

The grading criteria below provide a framework for assessments in all programmes in Politics. These are divided into the levels of the undergraduate programme in order to match the different expectations and forms of assessment proper to these levels.

Following the Quality Assurance Agency's 'Benchmark Statement for Politics and International Relations' (2000), threshold levels of attainment are sought in the following three areas:

1. Knowledge and Understanding of the subject of politics
Understanding the nature and significance of politics; applying concepts theories and methods to the analysis of political ideas, institutions and practices; demonstrating knowledge and understanding of different political systems, the nature of power and the contexts in which they operate; evaluating different interpretations of issues and event
2. Generic Intellectual Skills
Ability to gather, organize and deploy evidence, data and information from a variety of sources; ability to identify, investigate, analyse, formulate and advocate solutions to problems; construct reasoned argument, synthesize information and make use of feedback; manage own self-learning critically
3. Personal transferable skills
Ability to communicate effectively in speech and writing; use communication and information technology to retrieve and present information; work independently and demonstrate initiative, self-organization and time management

Year One/Level 4

Year One in all programmes is regarded as an 'introductory' stage of learning where the fundamental building blocks of the degree are set in place: namely the specific orientation and basic content of the component parts of their degree programme (i.e. politics, economics and/or social policy). At this level students are taught about key institutions, ideas and theoretical frameworks from a circumscribed range and are not expected to go beyond this range. Year One, therefore, aims to ensure the overall competence and preparation of students for the broader and more demanding expectations at Year Two.

In relation to the subject skills indicated above, students at Year One are expected to:

1. demonstrate a basic familiarity with their areas of study and a firm understanding of key concepts and theories
2. draw evidence from relevant, specified secondary sources; rehearse arguments and debates from secondary literature with structure, clarity and accuracy
3. Communicate in written work clearly and coherently; where appropriate with the use of information technology

80-100% Exceptional

Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.

1. comprehensive and precise knowledge, and confident understanding of key concepts and theories; drawing effectively upon secondary and primary literature
2. extensive use of relevant secondary and primary sources; exposition of arguments and debates in a very well structured, analytically precise, accurate and nuanced way; demonstrating strong individual judgement and ability to reason independently of set texts
3. clear and consistent writing style and presentation; effective and appropriate use of IT

70-79% Excellent

Represents the overall achievement of the appropriate learning outcomes to an excellent level.

1. broad and accurate knowledge and understanding of key concepts and theories; drawing effectively upon secondary and some primary literature
2. full use of relevant secondary sources; exposition of arguments and debates in a structured, analytically precise and accurate way; demonstrating some individual judgement
3. clear and consistent writing style and presentation; effective and appropriate use of IT

60-69% Very good

Represents the overall achievement of the appropriate learning outcomes to a very good level.

- A. general and accurate knowledge and understanding of key concepts and theories; drawing effectively upon secondary literature
- B. modest use of relevant secondary sources; overall exposition of arguments and debates in a structured, analytical manner
- C. clear and consistent writing style and presentation; appropriate use of IT

50-59% Good

Represents the overall achievement of the appropriate learning outcomes to a good level.

- A. general knowledge and understanding of key concepts and theories; drawing upon secondary literature
- B. effort to use relevant secondary sources; some exposition of arguments and debates in a structured, analytical manner
- C. generally clear and consistent writing style and presentation; appropriate use of IT

40-49% Pass

Represents the overall achievement of the appropriate learning outcomes to a satisfactory level.

- A. some knowledge and understanding of key concepts and theories; modest effort to draw upon secondary literature
- B. some effort to use relevant secondary sources; ineffective exposition of arguments and debates in a structured, analytical manner
- C. some clarity and consistency in writing style and presentation; some or little appropriate use of IT

25-39% Fail

Represents an overall failure to achieve the appropriate learning outcomes.

1. minimal knowledge and understanding of key concepts and theories; no effort to draw upon secondary literature
2. no, or ineffective, effort to use relevant secondary sources; no, or ineffective, exposition of arguments

and debates in a structured, analytical manner

3. minimal or no clarity and consistency in writing style and presentation; little or no appropriate use of IT

10-24% Bad fail

Represents a significant overall failure to achieve the appropriate learning outcomes (shall be deemed a valid attempt and not necessarily required to be re-sat).

1. poor knowledge and understanding of key concepts and theories; no effort to draw upon secondary literature
2. poor or no effort to use relevant secondary sources; poor or no exposition of arguments and debates in a structured, analytical manner
3. little or no clarity and consistency in writing style and presentation; little or no appropriate use of IT

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 unit must be re-sat).

1. no knowledge and understanding of key concepts and theories; no effort to draw upon secondary literature
2. no effort to use relevant secondary sources; no exposition of arguments and debates in a structured, analytical manner
3. no clarity or consistency in writing style and presentation; no appropriate use of IT

0% Non-submission or plagiarised assessment
A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

Year Two/Level 5

In Year Two, students build on the basic foundations of Year One by deepening their knowledge and understanding of the disciplinary components of their programme. Here the emphasis is on breadth (in modules that survey a key sub-area in the disciplinary field(s)) and greater critical understanding of institutions, ideas and theories. Students are expected to make reasoned connections between these areas with greater independence and make efforts to go beyond the strict parameters of their lectures, seminars and module guides. At this level students are expected to:

1. demonstrate a broad knowledge of their areas of study and an explicitly reasoned understanding of key concepts and theories
2. draw evidence from specified and other secondary and primary sources; rehearse and evaluate arguments and debates from both primary and secondary literature with clarity and accuracy
3. Communicate in written work clearly and coherently with the use of information technology; demonstrate an ability to write at length and with considered use of evidence

80-100% Exceptional

Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.

1. comprehensive breadth of knowledge with confident and precise, reasoned understanding of key concepts and theories
2. extensive use of primary, secondary and other specified sources; very well structured, analytically precise and nuanced exposition and evaluation of arguments and debates demonstrating strong individual judgement
3. clear and coherent communication at appropriate length; entirely consistent and appropriate use of annotation and formatting; effective and appropriate use of IT

70-79% Excellent

Represents the overall achievement of the appropriate learning outcomes to an excellent level.

1. extensive breadth of knowledge with confident and accurate, reasoned understanding of key concepts and theories

2. modest but effective use of some primary sources, as well as secondary and other specified sources; effectively structured, analytical exposition and evaluation of arguments and debates demonstrating effective individual judgement
3. clear and coherent communication at appropriate length; consistent and appropriate use of annotation and formatting; effective and appropriate use of IT

60-69% Very good

Represents the overall achievement of the appropriate learning outcomes to a very good level.

1. broad knowledge and accurate, reasoned understanding of key concepts and theories
2. modest use of some primary sources, as well as secondary and other specified sources; effectively structured, analytical exposition and evaluation of arguments and debates demonstrating some effort at individual judgement
3. clear and coherent communication at appropriate length; consistent and appropriate use of annotation and formatting; effective and appropriate use of IT

50-59% Good

Represents the overall achievement of the appropriate learning outcomes to a good level.

1. broad knowledge and some effort at reasoned understanding of key concepts and theories
2. modest use of primary sources, as well as secondary and other specified sources; some structure and analytical exposition; effort at evaluation of arguments and debates but demonstrating only minimal individual judgement
3. generally clear and coherent communication at appropriate length; generally consistent and appropriate use of annotation and formatting; appropriate use of IT

40-49% Pass

Represents the overall achievement of the appropriate learning outcomes to a threshold level.

1. little breadth and inconsistent knowledge; poor reasoning and understanding of key concepts and theories
2. little use of primary sources; over-reliance on secondary and other specified sources; ineffective structure and analytical exposition; little effort at evaluation of arguments and debates, demonstrating little individual judgement
3. some clarity and coherence in communication, not always to appropriate length; little or no consistency nor appropriate use of annotation and formatting; little or no appropriate use of IT

25-39% Fail

Represents an overall failure to achieve the appropriate learning outcomes.

1. No breadth and/or inconsistent knowledge; poor or no reasoning and understanding of key concepts and theories
2. No or ineffective use of primary sources; over-reliance on secondary and other specified sources; no or ineffective structure and analytical exposition; little or no effort at evaluation of arguments and debates, demonstrating no individual judgement
3. minimal clarity and coherence in communication, not to appropriate length; little or no consistency nor appropriate use of annotation and formatting; little or no appropriate use of IT

10-24% Bad fail

Represents a significant overall failure to achieve the appropriate learning outcomes (shall be deemed a valid attempt and not necessarily required to be re-sat).

1. No breadth and/or inconsistent knowledge; no reasoning and understanding of key concepts and theories
2. No use of primary sources; no use of, or over-reliance on, secondary and other specified sources; no structure and analytical exposition; no effort at evaluation of arguments and debates, demonstrating no individual judgement at all
3. Little or no clarity or coherence in communication; neither consistency nor appropriate use of annotation

and formatting; little or no appropriate use of IT

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 unit must be re-sat).

1. no breadth and/or inconsistent knowledge; no reasoning and understanding of key concepts and theories
2. no use of primary sources; no use of secondary and other specified sources; no structure and analytical exposition; no effort at evaluation of arguments and debates, demonstrating no individual judgement at all
3. no clarity or coherence in communication; neither consistency nor appropriate use of annotation and formatting; no appropriate use of IT

0% Non-submission or plagiarised assessment

A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

Year Three/Level 6

Year Three marks a greater degree of specialisation in the content of undergraduate programmes, with a curriculum that focuses on specialist areas of component disciplines and draws upon the research interests of teaching staff. At this level, students are expected to gain a more detailed knowledge and critical understanding of the issues raised in their modules, drawing upon evidence they find themselves and upon techniques of research design and planning. They are also expected to demonstrate an ability to self-manage their own time, and to study independently and creatively. Students are expected to:

1. demonstrate a detailed knowledge of their areas of study and a critical understanding of key concepts and theories
2. draw evidence widely from primary and secondary sources according to specified research design; rehearse, evaluate and advocate solutions to arguments and debates from primary and secondary literature with clarity and accuracy
3. Communicate clearly and coherently in written work with the use of information technology and other related specialist software; demonstrate an ability to plan, design and write formal reports at extended length with explicit use of evidence

In Year 3/Level 6, students will be assessed according to the following criteria:

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	90-100% Exceptional Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level. <ol style="list-style-type: none">1. demonstrate a highly detailed and accurate knowledge, and a strong, consistently critical understanding of key concepts and theories2. extensive use of primary, secondary and other specified sources; drawing effectively upon a specified method to argue a case; accurate and clear evaluation of arguments and debates demonstrating strong ability to advocate own solutions3. entirely clear and coherent communication using appropriate IT and specialist software; demonstrating strong ability to work according to a plan or design in order to

		<p>structure evidence</p> <p>80-89% Outstanding Represents the overall achievement of the appropriate learning outcomes to an outstanding level.</p> <ol style="list-style-type: none"> 1. demonstrate a considerably detailed and accurate knowledge, and a consistently critical understanding of key concepts and theories 2. extensive use of some primary, as well as secondary and other specified sources; drawing effectively upon a specified method to argue a case; accurate and clear evaluation of arguments and debates demonstrating a clear ability to advocate own solutions 4. entirely clear and coherent communication using appropriate IT and specialist software; demonstrating strong ability to work according to a plan or design in order to structure evidence
70-79%	I: First (Excellent)	<p>Represents the overall achievement of the appropriate learning outcomes to an excellent level.</p> <ol style="list-style-type: none"> 1. demonstrate a considerably detailed and accurate knowledge, and a consistently critical understanding of key concepts and theories 2. broad use of some primary, as well as secondary and other specified sources; drawing effectively upon a specified method to argue a case; accurate and clear evaluation of arguments and debates demonstrating effective advocacy of own solutions clear and coherent communication using appropriate IT and specialist software; demonstrating clear ability to work according to a plan or design in order to structure evidence
60-69%	lii: Upper Second (Very good)	<p>Represents the overall achievement of the appropriate learning outcomes to a very good level.</p> <ol style="list-style-type: none"> 1. demonstrate a fairly detailed and accurate knowledge, and a generally consistent critical understanding of key concepts and theories 2. broad use of some primary, as well as secondary and other specified sources; drawing effectively upon a specified method to argue a case; accurate and clear evaluation of arguments and debates, demonstrating some ability to advocate own solutions effectively <p>clear and coherent communication using appropriate IT and specialist software; demonstrating clear ability to work according to a plan or design in order to structure evidence</p>
50-59%	liii: Lower Second (Good)	<p>Represents the overall achievement of the appropriate learning outcomes to a good level.</p> <p>A. demonstrate some detailed and accurate knowledge, and a some, but inconsistent, critical understanding of key concepts and theories</p> <p>B. use of some primary, as well as secondary and other specified sources; drawing broadly upon a specified method to argue a case; accurate and clear evaluation of arguments and debates demonstrating some effort to advocate own solutions generally clear and coherent communication using appropriate IT and specialist</p>
40-49%	III: Third	<p>Represents the overall achievement of the appropriate learning</p>

	(Pass)	<p>outcomes to a threshold level. (honours)</p> <p>A. demonstrate little and/or inconsistent detail and poor knowledge, and little or inconsistent critical understanding of key concepts and theories</p> <p>B. little use of primary sources; over-reliance on secondary and other specified sources; drawing, ineffectively, upon a specified method to argue a case; minimal accuracy and clarity in evaluating arguments and debates; demonstrating minimal effort to advocate own solutions</p> <p>some clarity and coherence in communication, not always using appropriate IT and specialist software; demonstrating little ability to work according to a plan or design in order to structure evidence</p>
25-39%	Fail	<p>Represents an overall failure to achieve the appropriate learning outcomes.</p> <p>A. no or inconsistent detail and poor knowledge, and no or inconsistent critical understanding of key concepts and theories</p> <p>B. no or ineffective use of primary sources; over-reliance on secondary and other specified sources; no or ineffective method to argue a case; little or no accuracy or clarity in evaluating arguments and debates; demonstrating minimal or no effort to advocate own solutions minimal clarity and coherence in communication, not using appropriate IT and specialist software; demonstrating no ability to work according to a plan or design in order to structure evidence</p>
10-24%	Bad fail	<p>Represents a significant overall failure to achieve the appropriate learning outcomes.</p> <p>A. no or wholly inconsistent detail and poor knowledge, and no critical understanding of key concepts and theories</p> <p>B. no use of primary sources; no use of, or over-reliance on, secondary and other specified sources; no method to argue a case; no accuracy or clarity in evaluating arguments and debates; demonstrating no effort to advocate own solutions little or no clarity and coherence in communication, not using appropriate IT and specialist software; demonstrating no ability to work according to a plan or design in order to structure evidence</p>
1-9%	Very bad fail	<p>A submission that does not even attempt to address the specified learning outcomes.</p> <p>A. neither detail nor genuine knowledge, and no critical understanding of key concepts and theories</p> <p>B. no use of primary sources; no use of secondary and other specified sources; no method to argue a case; no accuracy or clarity in evaluating arguments and debates; demonstrating no effort to advocate own solutions no clarity and coherence in communication, not using appropriate IT and specialist software; demonstrating no ability to work according to a plan or design in order to structure evidence</p>
0%	Non submission or plagiarised	<p>A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.</p>

How the programme is structured

The programme is only available for full-time study over three years, in which you take modules to the value of 120 credits in each year.

Year 1

The first year of the degree offers foundation studies in politics, philosophy and economics, as well as an innovative foundation in critical inter-disciplinary inquiry.

Year 2

The second year of the programme offers more advanced modules in the three strands of Politics, Philosophy and Economics, alongside a choice of modules which engage the political, economic and philosophical from other- or inter-disciplinary perspectives. There is an element of choice at this level within this structured framework.

Year 3

In the final year students select 90 credits of modules from three groupings; no more than 60 credits may be chosen from any one group. All students complete a 10,000 word dissertation, 30 credits.

Optional modules are selected in close collaboration with the module leader in order to avoid duplication of coverage and to ensure a reasonable disciplinary and substantive spread of materials. Not all options will be available in any given year.

What do I need to progress between levels? As a full-time student:

- you must pass 120 credits at Level 4 in order to proceed to Level 5 of your degree programme;
- you must pass 90 credits at Level 5 in order to proceed to Level 6 of your degree programme.
- You must complete 360 credits to gain a degree.

If, at the end of your programme, having used up all your permitted further attempts to pass a module or modules, you have passed modules to a total value of less than 360 credits but of at least 300 credits you will be awarded a "Pass" degree.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Introductory Economics	IM51010A	30	4	Core	1
Introduction to Philosophy 1: Problems of Ethics	PO51015A	15	4	Core	1
Introduction to Political Philosophy	PO51016A	15	4	Core	2
Issues in Political and Cultural Economy	PO51017C	30	4	Core	1-2
EITHER: World Politics	PO51010D	30	4	Core	1-2
OR: Politics of Other Cultures	PO51013D	30	4	Core	1-2
OR: UK & European Comparative Governance and Politics	PO51009D	30	4	Core	1-2

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Politics modules to the value of 30 CATS from an annually published list	-	30	5	Optional	1-2
Aesthetics	EN52235A	15	5	Core	2

Politics, Economics and Social Change	AN52004B	30	5	Core	1-2
Knowledge and Subjectivity	SO52109A	15	5	Core	1
EITHER: International Monetary Economics	PO52038A	15	5	Optional	2
AND: International Trade	PO52037A	15	5	Optional	1
OR: Political Economy	PO52007A	30	5	Optional	1-2

Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation	PO53014A	30	6	Compulsory	1-3
Global Cultural Politics	MC53071A	30	6	Compulsory	1-2
Modules to the value of 60 CATS from three groupings: "Economics related"; "Politics and Philosophy related" and "Interdisciplinary" from a list published annually.	-	60	6	Optional	1-3

Academic support

Personal and study skills support

The Departments involved in PPE as well as the four new appointees will work together to provide a seamless support service to students. We appreciate the importance of support for student learning. We aim to ensure that our support for your learning is attuned to the cultures of our students and appropriate to individual learning experiences and styles. We offer dynamic, high quality teaching within group seminars and with significant levels of individual tutorial support. This enables you to receive ongoing feedback on many aspects of your academic performance during the programme. Moreover, you have tutorial access to all academic staff involved in module provision and are strongly encouraged to seek immediate tutorial help should you encounter difficulties with your studies.

Direct support is provided through staff availability at guaranteed office hours during term. A network of departmental and College systems ensures that your progress is monitored and supported. You are assigned a personal tutor within the Department who carries out a pastoral role. There is also a Senior Tutor and Deputy Senior Tutor for Student Welfare who offer support and guidance on pastoral matters and referrals to the appropriate College support systems. There is a wide range of student support services within the College and details can be found on the College website. Medical, counselling and financial services staff within the College provide support for students when necessary.

The English Language Centre (ELC) within the College actively supports students whose first language is not English, providing a programme of structured language modules designed to build confident use of spoken and written English with specific reference to the relevant academic programme. There is an intensive pre-session programme designed for overseas students about to study full time at Goldsmiths College. It covers English language, academic study skills, cultural background studies and critical analysis. These study opportunities are tailored to meet subject-specific needs and assist and support language development for overseas students but they are also available to home and EU students.

Support for disabled students

Goldsmiths is committed to making any reasonable adjustment which allows, as far as possible, for equality of opportunity and access, and to ensuring that students are not substantially disadvantaged

because of specific learning difficulties or disability. In the case of students with special needs (including dyslexia), the Student Support Office will provide sympathetic advice and help.

The Assistive Technology Centre (ATC) is an open access computer room for the use of all students with a disability, specific learning difficulty, Mental Health Needs or long-term health condition. Within the ATC there are also 4 private study rooms with computers. All computers in the ATC have assistive software installed to enable students to work effectively. The ATC also has height adjustable tables and printing facilities.

Learning resources

Support for independent study is through the College Library and the electronic resources in the award-winning Rutherford Information Services Building where there is open access to over 200 IBM compatible PCs and Apple Macintosh computers. Both introductory and advanced hardware and software training is available. As both video and other audio-visual media are strategically used in the programme, the Library holds an extensive collection of slides, film, artists' videos and documentaries in addition to an expanding collection of books and essential journals within the fields of Media and Communications and Journalism studies. You also have access to and are strongly advised to make full use of the University of London Library at Senate House, the library of the London School of Economics and the British Library.

The Language Studies Centre offers language modules in French, German, Portuguese and Spanish for beginners and for intermediate and advanced learners. You are strongly encouraged to take advantage of these modules, building on skills you acquired before you came to Goldsmiths College, or starting a new language. In addition, the Department has links with major media institutions in London, such as the BBC, Channel 4, ITN and several newspapers.

Further details of the components of the module can be found on the College website and are also available in the Department's Undergraduate Handbook.

Links with employers, placement opportunities and career prospects

Students will be well equipped to enter into a wide array of possible career tracks, including, but not limited to, government and civil service, media, the creative industries, the nongovernmental and charity sector, and the private sector. In addition, drawing on past experience in the social science departments at Goldsmiths, a significant number of graduates go onto pursue postgraduate study in sociology, anthropology, politics and international relations, law, education, media and communication studies and related fields.

Throughout the undergraduate and postgraduate programmes we aim to instil a variety of skills that are useful in many employment areas: critical analysis; research; a broad commercial and cultural awareness of the media and creative industries; teamwork; development of creative work in writing, audiovisual or other electronic media; a flexible, creative and independent approach to tasks; the ability to work to a brief and meet deadlines. We want all our students to become critical and self-reflective thinkers, with a set of skills and personal values that will be of benefit in the future, whether in employment or whether undertaking further studies. We involve students in the process of developing their life-long learning skills via appropriate teaching, assessment, pastoral care and the use of embedded careers and employment workshops via the SYNAPSE programme in the Institute for Creative and Cultural Entrepreneurship (ICCE). SYNAPSE workshops are designed to enhance students' skills and knowledge of potential areas of employment or self-employment within their specific sector. The workshops are designed to provide students with tools and methods of exploration that are not only useful to their studies, but that also help them to identify and develop their career plans, whether they intend to work for others in paid employment or for themselves. We offer specially tailored SYNAPSE careers workshops throughout the degree programme as well as a number of initiatives to support students in developing both personally and professionally and to help them acquire and

recognise their transferable skills.

The first of these initiatives is the Gold Award scheme that has been introduced in all universities to provide the opportunity for students to take active control of their development and to plan for their future. The Gold Award opportunities aim to support students in becoming three-dimensional, well-rounded individuals through self-directed engagement in three areas: personal, academic and career development. The Gold Award is an initiative for undergraduates that rewards and recognises those who take active steps in developing themselves personally and professionally through participating in activities above-and-beyond their academic studies. These activities can include anything from volunteer work to putting on an exhibition, from working in the Students' Union to running a team, from mentoring your peers to running a society. Students have to achieve five points in order to receive the award. One of these points has to be by completing a series of personal development exercises and a Personal Development Record (PDR). The other four points must be obtained through extracurricular activities. The award is also supported by a full programme of workshops and events. The Gold Award can help students to understand: the skills / competencies they have and how to develop these further and apply them in their personal and professional lives.

Goldsmiths Graduate Attributes: Following discussions around the unique character of Goldsmiths and by engaging students in Personal Development Planning, we have formulated the attributes that we believe are characteristic of the Goldsmiths 3D Graduate. Our values, our ways of thinking, the range and mix of disciplines, with a focus on 'creativity' in its broadest sense, coupled with our approaches to learning, teaching and assessment allow students to develop beyond the narrow confines of 'academic' capability.

As a result of fully participating life at Goldsmiths, our graduates will:

- Have developed knowledge and understanding appropriate to the level of their programme and their chosen discipline(s);
- Have developed distinctive strengths, skills and particular areas of interest within their disciplines;
- Have developed core skills in literacy, communication and information technology;
- Be able to take responsibility for their academic, career and personal development whilst at Goldsmiths and beyond;
- Be critical and self-reflective thinkers;
- Be imaginative and creative and willing to take risks and where necessary to engage in constructive, informed and critical challenges to orthodoxy;
- Be flexible, adaptable, able to manage change and work effectively in a variety of contexts individually and collaboratively;
- Be enterprising and resourceful with the knowledge and skills to secure appropriate employment, effectively manage their career and maintain lifetime job satisfaction;
- Have developed personally in ways which will enrich their lives and encourage them take an active and responsible role in public life equipped with an awareness of broader world issues and a sense of their own role as a world citizen. In particular we will encourage all of our students to respect and value diversity.

The requirements of a Goldsmiths degree

Undergraduate degrees have a total value of 360 credits. They are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications.

Year 1 = Level 4

Year 2 = Level 5

Year 3 = Level 6

Modules:

Modules are defined as:

“Optional” – which can be chosen from a group of modules

“Compulsory” – which must be taken as part of the degree

“Core” – which must be taken as part of the degree and passed with a mark of at least 40%.

Progression:

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students normally must pass new modules to a minimum value of 45 credits before proceeding to the next year.

In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree:

In order to graduate with a classified degree, students must successfully complete modules to the value of 360 credits. However if a module which has not be defined as “core” has been failed with a mark of 35-39% and all three permitted attempts have been used, this module may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above. No more than 60 credits may be compensated this way across a programme and no more than 30 at any one level.

Classification:

Final degree classification will be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively

Degrees are awarded with the following classifications:

First Class – 70%+

Upper Second – 60-69%

Lower Second – 50-59%

Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree

Intermediate Exit Points:

Some programmes incorporate intermediate exit points of Certificate of Higher Education and Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 (120 of which at level 5) credits respectively. The awards are made without classification.

The above information is intended as a guide. For further information, please refer to the Regulations for Undergraduate Students, which may be found here: <http://www.gold.ac.uk/governance/studentregulations/>

Programme-specific rules and facts

N/A

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (<http://www.gold.ac.uk/quality/>).