

## Programme Specification

Postgraduate Programmes

<b>Awarding Body/Institution</b>	University of London
<b>Teaching Institution</b>	Goldsmiths, University of London
<b>Name of Final Award and Programme Title</b>	MA in Multilingualism, Linguistics and Education
<b>Name of Interim Award(s)</b>	English and Comparative Literature and Educational Studies
<b>Duration of Study/Period of Registration</b>	1 year full-time or 2 years part-time.
<b>UCAS Code(s)</b>	N/A
<b>QAA Benchmark Group</b>	N/A
<b>FHEQ Level of Award</b>	Level 7
<b>Programme Accredited by</b>	N/A
<b>Date Programme Specification last updated/approved</b>	September 2015
<b>Primary Department/Institute</b>	English and Comparative Literature

<b>Departments which will also be involved in teaching part of the programme</b>
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Educational Studies
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### Programme overview

This new MA combines the expertise of two departments: the Department of Educational Studies and the Department of English and Comparative Literature and aims to offer students a wide-ranging interdisciplinary programme. Students learn how the English language and other languages are structured and used in a range of cultural settings, and how to support the literacy and learning development of students from multilingual backgrounds. The course provides a critical engagement with theory, policy and practice, and students benefit from intellectual debates in the disciplines of both education and linguistics.

This programme is targeted at students who are working or planning to work in education in multilingual contexts and/or those who are interested in exploring further the theoretical and practical issues involved in intercultural and multilingual communication. The MA will add value to graduates' professional life, whether as managers, teachers or researchers, or in other careers related to language and education.

The programme will particularly attract students who are interested in teaching second and foreign languages (for example in multilingual classrooms, in bilingual education settings internationally, or English as a foreign language) and wish to achieve a wider theoretical base relating to their interests.

### Programme entry requirements

The standard requirement is an upper second class BA or equivalent degree in education, linguistics, or another relevant subject.

Other qualifications of equivalent level will be considered where there are indications of academic strength and relevant professional experience. A high level of competence in written and spoken English is also required. If their first language is not English, candidates would need a minimum score of 7.0 in IELTS or equivalent. Where candidates fall short of this requirement, places might be offered conditional on successful completion of a pre-sessional programme or a Graduate Certificate from the English Language Centre.

## Aims of the programme

The programme aims to offer undergraduates with relevant experience an interdisciplinary programme that will enable them to broaden and extend their first degree, or offer candidates with appropriate professional experience and interests a programme that will enable them to gain a solid footing in linguistics and education with a special emphasis on the interface between the two.

## What you will be expected to achieve

Students who successfully complete the Postgraduate Certificate in Multilingualism, Linguistics and Education will have demonstrated a developing competence in the areas below.

Students who successfully complete the in Postgraduate Diploma in Multilingualism, Linguistics and Education, will have demonstrated a developed competence in the areas below.

<b>Knowledge and Understanding</b>		<b>Taught by the following modules</b>
<b>A1</b>	An advanced and systematic knowledge and understanding of recent and relevant literature relating to research in multilingualism from linguistic and educational perspectives, and the ability to demonstrate critical awareness of current theoretical problems and new insights in the areas of study covered by the programme;	Global English (core) Language in Sociocultural Context (core) Bilingualism and Biculturalism in Education (core) Teaching Language in Multilingual Contexts (core) Intercultural Discourse & Communication Children's Literature and Cultural Diversity Dissertation
<b>A2</b>	A sophisticated and critical understanding of the interaction of culture, language and identity in the social world, in particular with respect to policy and practice in multilingual educational contexts;	All modules
<b>A3</b>	An understanding of the relationship between intellectual debates in linguistics and educational studies and an ability to apply this interdisciplinary understanding to different linguistic and educational practices	All modules

<b>Cognitive and Thinking Skills</b>		<b>Taught by the following modules</b>
<b>B1</b>	Understanding of and ability to apply advanced skills in critical thinking and analysis;	All modules
<b>B2</b>	Ability to generate hypotheses and creatively develop complex arguments on the basis of real-life data in response to these hypotheses;	All modules
<b>B3</b>	Ability to approach educational and linguistic situations with self-awareness and ability to communicate this self- reflection.	All modules

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
<b>C1</b>	Ability to conduct original detailed analyses of academic, policy and other texts or examples of linguistic, social and cultural processes or practices, informed by appropriate theoretical and methodological perspectives;	All modules
<b>C2</b>	Ability to build a detailed, structured and coherent	

	argument and use this to critically evaluate current social, linguistic and educational policy and practice	All modules
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<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	Advanced communication and discussion skills, in written and oral contexts	All modules
<b>D2</b>	Ability to compare and evaluate different textual materials	All modules
<b>D3</b>	Capacity to handle ideas in rational, critical and evaluative ways	All modules
<b>D4</b>	Management of own learning, including working effectively to deadlines	All modules

Students who successfully complete the MA in Multilingualism, Linguistics and Education will have demonstrated an in depth competence in the areas above, and in addition, an in depth competence in the following knowledge and skills below:

<b>Knowledge and Understanding</b>		<b>Taught by the following modules</b>
<b>A1</b>	An advanced understanding of relevant research methodologies and approaches to the study of language in different sociocultural contexts including educational settings, and the ability to critically and systematically evaluate published research;	Dissertation

<b>Cognitive and Thinking Skills</b>		<b>Taught by the following modules</b>
<b>B1</b>	AS ABOVE	N/A

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
<b>C1</b>	Ability to creatively formulate appropriate and relevant research questions relating to multilingualism and language use in different educational contexts	Dissertation
<b>C2</b>	Ability to determine what data is needed to address given research questions and to select appropriate data collection methods;	Dissertation

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	AS ABOVE	N/A

### How you will learn

Across the modules included in the programme students will be invited to learn about seminal and current theories in the respective disciplines and critically evaluate them via small-group and whole-group discussions (A1). In all modules, presentation of theory will be clearly linked with policy and practice and most modules invite students to conduct small-scale research into practice-based examples and case studies. In most cases this will form the basis for student presentations (A2). Where relevant within the compulsory and option modules, the programme will include co-taught seminars to encourage student-staff interaction across the two Departments and the development of an interdisciplinary perspective (A3). Discussions of current research in the area will include learning about and critical evaluation of research methodology and will provide students with a familiarity with the issues set out in

MA learning outcome A1, whilst the dissertation will give students the opportunity to develop an in-depth competence in these areas. Throughout the programme there will be an emphasis on peer support through collaborative group working, and further support through one-to-one tutorials for assignments. Work in small groups and whole-group discussion across all modules support the development of B1 and B3. Students' critical examination of published research in class and during their self-directed studies help them practice and develop B2.

All modules will involve critical analysis of texts from different theoretical and methodological perspectives through small-group and whole-group discussion (C1). The discussion will examine the arguments contained in published research and how these apply to policy and practice, and encourage students to develop their own critiques (C2). The dissertation is particularly instrumental in developing the MA learning outcomes C1 & C2 beyond passive understanding. Skills sessions offered by ECL for the dissertation will discuss the relationship between real-life linguistic or educational problems and their systematic and rigorous examination by researchers through a range of methodological approaches (all cognitive outcomes). The skills sessions give students the opportunity to examine the various stages of conducting research, for example how to formulate a research question and how to match research questions to data collection techniques. The skills sessions, together with one-to-one tutorials, prepare students for independent work on their dissertations (all cognitive outcomes). However, on most of their modules students are also encouraged to respond to questions by collecting their own data (for example, an appropriate selection of texts or examples of spoken interaction that can be analysed using techniques of discourse analysis, transcripts illustrating code-switching or classroom interaction that students have collected themselves, ethnographic observation of classroom interaction, interviews with multilingual persons, and others). The programme aims to incorporate and respond to the unique background of each student as an individual with experience of or interest in multilingualism and strives to remain open and responsive to the experiences students bring with them, as well as to the data they are able to collect.

Throughout the programme, discussions in class and participation in the modules will involve D1-3. To complete the programme successfully, students will need to balance their workload and the varying demands on their time during the year, and they will be given advice on module selection in order to accomplish this (D4). Time management and how to organise the preparation and writing of assignments will also be a component of the skills sessions and of one-to-one tutorials (D4). Working in small groups in class and preparing team presentations for some of the modules will support D5.

### **How you will be assessed**

Both in the essays that students will write for their taught modules and in exam students will be expected to apply the theoretical concepts they have explored during the course with critical understanding of how the notions are discussed in the literature and how they apply to real-life situations. On a number of the taught modules students will be expected to provide an independent analysis of original data stemming from real-life examples of multilingual language use and/or related to issues of teaching and learning. The Dissertation module requires students to further develop and demonstrate their theoretical knowledge and understanding of methodological approaches.

Students' work on their assessment units for the compulsory and option modules and especially their work on their dissertation support the development of all the cognitive/intellectual skills listed above.

Some taught modules suggest research questions to students, while leaving them free to choose their own with the guidance of the tutor, thus providing support with C3. Most assignments strongly encourage students whenever possible to relate what they have learned to examples from their own experience, or to data they have access to. A coherent, structured and valid argument involving critical analysis is an integral part of the assessment criteria for all of the assignments and the dissertation (C2).

Student presentations and the written examinable components will all support the development of D1-6.

Across the programme, a number of summative assessment formats are applied: exam (for Core Issues in English

Language & Linguistics and Language in its Sociocultural Context), extended academic essay (5,000 words for courses in ES, 5,000

– 6,000 words for courses in ECL) for the other courses offered on the programme, and an independent research project of 15,000 words (the dissertation).

Students are encouraged to discuss their assignments in tutorials before submission and to make use of the written feedback they are given by their tutors. Additional discussion time is provided in class, when students are sometimes asked to make non- assessed in-class presentations based on their independent reading and research.

Assignments submitted earlier in the year provide feedback which is formative with respect to work produced later in this year, and especially the dissertation.

(Please note that marking 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 mark would be repetition, or manifest incompleteness or serious failure to meet the prescribed length.)

Students taking courses at the Department of English and Comparative Literature are advised to note further the following general assessment criteria for written work:

- (1) Relevance of discussion and argument to the topic; ability to discriminate between merely descriptive statements and critical analysis, and to identify pertinent issues with precision.
- (2) Ability to present, sustain and conclude fluently a discussion, investigation or complex argument based on close and imaginative engagement with the text(s) in question, and to draw reasoned and logical conclusions.
- (3) Clarity of the work in terms of legibility, spelling, punctuation and grammar; and the professionalism of the presentation.

### Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	<p>English and Comparative Literature department's assessment criteria for written work: candidates show evidence of an outstanding ambition and execution in their writing, extensive relevant reading and reflective insight. This knowledge will have been reviewed critically with independence of thought and executed professionally. Arguments and the presentation of evidence will demonstrate sophisticated reasoning and be exceptionally clear, well-focused and cogent.</p> <p>Educational Studies department's general assessment criteria for written work: is awarded to candidates who show evidence of outstanding relevant reading and a highly advanced grasp of current major issues in the field. This knowledge will have been reviewed critically with insight, independence and originality of thought. Arguments and the presentation of evidence will demonstrate highly sophisticated reasoning and be exceptionally clear, well-focused and cogent, considered</p>

		to be of quality suitable for publication. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to an exceptional level. The work is very well written with accurate and appropriate referencing.
70-79%	Distinction	<p>English and Comparative Literature department's assessment criteria for written work: Mature and full grasp of issues raised by the question/topic, communicated fluently within a structured essay demonstrating analytical rigour and well substantiated independent thought and reaching cogent conclusions; supported by detailed insight into primary texts and into context and/or secondary criticism; a professional standard of execution.</p> <p>Educational Studies department's general assessment criteria for written work: is awarded when candidates show evidence of extensive relevant reading and an advanced grasp of current major issues in the field. This knowledge will have been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence will demonstrate sophisticated reasoning and be clear, well focused and cogent. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to an excellent level. The work is very well written with accurate and appropriate referencing.</p>
60-69%	Merit	<p>English and Comparative Literature department's assessment criteria for written work: Lucid and analytical discussion showing clear understanding of the principal issues raised by the question/topic, and making aptly selective use of module text (s) and concerns and of relevant contextual or secondary criticism in a structured way to reach substantiated conclusions. Well articulated and presented to a good standard of professionalism.</p> <p>Educational Studies department's general assessment criteria for written work: is awarded when candidates show consistency and fluency in discussing and evaluating evidence and theories drawn from a wide range of sources. They will demonstrate an ability to relate this reading to their particular educational field and will clearly have understood and assimilated the relevant literature. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to a very good extent. The work is well written with accurate and appropriate referencing.</p>
50-59%	Pass	English and Comparative Literature department's assessment criteria for written work: Adequate discussion showing understanding of some of the issues raised by the question/topic, making use of module text(s) and concerns in a reasonably coherent way to reach sufficiently substantiated conclusions. Satisfactorily clear, with an adequate standard of presentation and execution.

		Educational Studies department's general assessment criteria for written work: is awarded when there is clear evidence of knowledge and understanding but where there may be little development of ideas, critical comment or methodology. There will be reference to relevant reading, though not necessarily extensive. Within these limitations there will be indications that the student has grasped fundamental concepts and procedures in the field. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module adequately. The work is well written with accurate and appropriate referencing.
30-49%	Fail	English and Comparative Literature department's assessment criteria for written work: At this level of study, an essay, dissertation or examination answer may show adequate knowledge of the syllabus but fail on grounds of inadequate relevance to the question/topic; it may be fluently argued but lack adequate evidence of the student having understood the work set for the module; or it may be relevant and well-informed but incoherent in expression and argument. Educational Studies department's general assessment criteria for written work: is awarded when there is some evidence of knowledge and understanding with some development of ideas. However there is no evidence of critical comment or analysis. There will not be reference to the relevant reading expected at Masters Level. Within these limitations there will be indications that the student has grasped fundamental concepts and procedures in the field. Candidates will have demonstrated that they have not achieved the specific learning M Level outcomes for the module adequately. The work is written to a satisfactory level with accurate and mostly appropriate referencing.
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes at Masters standard.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

### How the programme is structured

It is compulsory for students to take one of the following two modules from English and Comparative Literature: EN71078A Global English: History & Variation (Autumn Term) or EN71076A Language in its Sociocultural Context (Spring Term)

In addition, it is compulsory for students to take one of the following two modules from Educational Studies: ED71024A Biculturalism and Bilingualism in Education (Autumn Term) or ED71131C Teaching Languages in Multilingual Contexts (Summer Term)

These modules have been selected because they provide a wide-ranging introduction to the social and

educational aspects of language use and multilingualism. A choice between two core modules in each Department is offered to take into account the diverse possible backgrounds of potential applicants for the MA. Thus the ECL module Global English gives a comprehensive introduction to linguistics, which will be important for students who come with experience of teaching but without mastery of the necessary theoretical concepts. Meanwhile, the ECL module Language in its Sociocultural Context offers the opportunity to explore sociolinguistics and discourse analysis in more depth, which is likely to attract applicants who have already studied basic linguistics. Students wishing to enrol on the programme will be able to discuss the choice of compulsory modules with the Programme Co-ordinator. Students can also take both modules if they wish, by selecting one as a core module and one as an option (see further information on options below).

The core modules in Educational Studies operate in a similar way. Biculturalism and Bilingualism in Education examines the broader sociocultural issues and sociopolitical contexts that affect bilingual students' experiences in their home and community environment as well as in education itself. This module will be useful to students who have had little opportunity to explore such issues, although they may be experienced in teaching. The ES module Teaching Language in Multilingual Contexts provides the pedagogical basis for working across a range of settings including the teaching of foreign languages, community languages and English as a first or second language. This module will attract students intending to go into language teaching as well as those already engaged in the profession. Again, students can take both modules if they wish, one as a core module and one as an option.

Students wishing to enrol on the programme will be able to discuss the choice of compulsory modules with the Programme Co-ordinator.

In addition students must choose two option modules (one from ES and one from ECL) from the following portfolio:

- EN71079A Intercultural Discourse & Communication (ECL, Spring Term)
- EN71075A Core Issues in English Language & Linguistics (ECL, Autumn Term)
- EN71080A Language & Ideology in Written Discourse (ECL, Spring Term)
- EN71077A Analysing Discourse & Identity in Spoken Interaction (ECL, Autumn Term)
  
- ED71093A Children's Literature and Cultural Diversity (ES, Spring Term)
- ED71098B Race, Culture and Education (ES, Spring Term)
- ED71089A Masculinities, Femininities and Identities in Education (ES, Summer Term)
- ED71092A Early Childhood Education for a Diverse Society (ES, Summer Term)

As part of their degree, students write a dissertation of 15,000 words that reflects the range of topics covered within the programme, but also the personal interests of the students. We encourage hands-on research based on samples of written and spoken language use from a variety of institutional and informal contexts. We will also help students gain access to multilingual educational settings or individuals where appropriate, so they can engage in independent action-research. This should also give students a unique insight into the practices of British classrooms and different linguistic communities. Students are encouraged, of course, to make use of their own previous experience or unique cultural and linguistic background as well.

Students are assigned a dissertation supervisor from either ECL or ES, depending on the focus of their project. All modules carry 30 CAT points, apart from the dissertation, which carries 60 CAT points. Part-time students take both compulsory modules in the first year of study. In order to proceed to their second year they must successfully complete at least one of them.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
EITHER: Global English: History &					

Variation	EN71078A	30	7	Core	1
OR: Language in Sociocultural Context	EN71076A	30	7	Core	3
EITHER: Biculturalism and Bilingualism in Education	ED71024A	30	7	Core	3
OR: Teaching Language in Multilingual Contexts	ED71131C	30	7	Core	1-3
optional modules to the value of 60 CATS		60	7	Optional	1-3
Dissertation	ED71043B	60	7	Core	1-3

## Academic support

Both departments recognize the need to support the students' learning with high quality teaching that is responsive to collective and individual needs. The programme strives to be accessible to all students, with teaching taking place on a predominantly small-group seminar/workshop basis with significant level of individual tutorial support for assignments and independent projects. The Programme Co-ordinator, module convenors and course tutors are available to discuss any issues arising throughout the course of study.

Study and research skills support is provided within a number of skills sessions run by ECL (currently an overall of 11 sessions across the Autumn, Spring and Summer Term). These sessions are additional to the teaching on modules described above. The topics covered in the sessions include, for example, essay writing and referencing, doing qualitative research, choosing a dissertation topic and structuring a research project, delivering presentations, and field work in the social sciences. One of the skills sessions is run by the subject librarian at the university library and provides advice on accessing the materials held by the library (including e-resources and research databases). Separately, students are invited to a tour of Senate House library as part of their induction at the beginning of the year. Both libraries provide extensive collections to enable students to engage in productive self-directed study.

The main administrative responsibilities for the programme will lie with the Department of English and Comparative Literature. A member of staff from ECL will act as a Programme Co-ordinator, and the Postgraduate Secretary in ECL will provide general administrative support. The Programme Co-ordinator will organise the induction and programme staff-students meetings for the programme, will provide pastoral support and act as a general point of contact to the students taking the programme. Where appropriate, the Programme Co-ordinator will refer queries to colleagues from ES, and the Postgraduate Secretary in ECL will liaise with their opposite number in ES.

### College Support:

Goldsmiths provides a wide range of pastoral services to support students. Student Advice and Wellbeing provides assistance with practical issues including funding and housing, support for mental health and a Chaplaincy linked to local faith communities. We have an agreement with a local NHS doctors surgery to provide medical services to our students. Our Inclusion and Learning Support team provide sessions to help students improve their academic skills and they are able to arrange support and reasonable adjustments for disabled students including access to assistive technology.

Students are also able to consult the Royal Literary Fund Fellows, professional writers sponsored by the RLS, who visit Goldsmiths to foster good writing practice across all disciplines and media. Appointments with the Fellows are made via the English Language Centre.

The College's Graduate School (in the Whitehead Building) houses a number of online resources and offers space for seminars and the informal exchange of ideas, and it provides a supportive infrastructure for all postgraduate students, and there is a wide range of student support services within the College,

including support for English for academic purposes and English language for students whose first language is not English via the English Language Centre. Apart from language skills, the Centre provides help with academic study skills, cultural background studies and critical analysis. Further details of these programmes can be found on the webpage of the Centre <http://www.gold.ac.uk/eap/>

### **Links with employers, placement opportunities and career prospects**

The programme is aimed at students with experience in teaching (for example, teachers of English as an additional language or teachers who work in multilingual environments), or those who would like to gain teaching or other educational experience in the future. As it provides a solid insight into educational and linguistic policy and practice, the programme will also be useful to those aiming to enter the administration or management of educational or language policy. In addition, this qualification can be useful in careers with a wider linguistic and social focus, for example journalism, publishing, or translation and interpreting.

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The programme aims to develop the following skills with regard to the Goldsmiths Graduate Attributes:

#### **Thinking skills**

Throughout the programme, students will be required to debate and discuss a wide range of ideas concerning multilingualism and multiculturalism, thus developing a well-informed understanding of socio-political issues that are currently contested in academia and in the wider world. This process will hone critical and analytical skills. Furthermore, the intake for the programme is expected to include a number of international students, who will be encouraged by tutors to share their experience of different languages and cultures in order to stimulate an exchange of knowledge and viewpoints with home students (some of whom will be teachers in multilingual classrooms in London). Such discussions will raise intercultural awareness and foster the skills of adaptability and flexibility. Essays and other written work will require rigorous presentation of a coherent argument in the appropriate academic style following the conventions of academic writing, including referencing. In the process of preparing their assessment submissions students will need to make effective use of libraries, electronic databases, the virtual learning environment and other appropriate information technologies. In most cases assessment will be prepared using word processing packages. In this way the programme will develop high level literacy skills.

#### **Entrepreneurial skills**

In all modules, students will work collaboratively in small groups to critique texts, analyse data, and prepare and deliver presentations to the class. Tutors will ensure that groups consist of students from different countries and backgrounds, and encourage groupwork strategies through which group members develop networking and negotiating skills. Building on this in-class experience, further peer networking will take place, since students will be encouraged to support each other to gain access to contacts and settings that enable them to gather data for their dissertations, and aid future work opportunities in the UK or internationally. To foster networking on a wider scale, students will be introduced to experts in the field at research seminars in each Department, and invited to attend a range of events and conferences relevant to the programme run by other departments at Goldsmiths and throughout universities in London. To develop skills of initiative, they will be encouraged to run their own seminar groups such as the Engaged Pedagogy Lab set up by MA students from the Department of Educational Studies to promote intellectual exchange between students and lecturers from across the College, or the

## Multicultural Cinema.

### Interpersonal skills

Both in whole-class discussion and groupwork activities, tutors will emphasise the importance of equal participation by all students, for example by asking groups to share out tasks and take turns when reporting back to the class, thus developing teamwork, leadership and social skills. An integral aspect of the programme, given its focus on multicultural issues, will be reflection on cultural differences in self-presentation and individual/group relationships. Students will be encouraged to explicitly name and discuss such differences in a supportive environment that fosters intercultural understanding, building the skills of empathy and diplomacy.

### Intrapersonal skills

All assignments will be individually planned by each student on a topic of their choice, often involving small-scale research into practice-based issues and case studies of particular events or settings. In order to successfully carry out these investigations, students will be supported (in individual tutorials and through the additional skills sessions) to develop skills of planning and organisation, time management and reflection. The dissertation, in particular, demands a considerable degree of self-motivation and insight in order to devise and carry out a research project and critically analyse the findings. Again, students will receive individual and group support to develop these skills over a number of months as they move through the stages of the dissertation process.

### Presentation

To build articulacy, students will develop many of their ideas through pairwork and small group discussion before presenting them to the whole class. Individual and group presentations on specific issues will be arranged in each module, using a variety of technologies and formats. In order to prepare these presentations, students will be encouraged to engage in communication and networking and will receive constructive feedback from tutors and peers with regard to the persuasiveness of their arguments, so that they gain self-confidence and are ready to move forward in their academic or professional careers.

## **The requirements of a Goldsmiths degree**

### Master's Degrees

All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

### Intermediate Exit Points

Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

### Final Classification

There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

In order to be awarded an overall classification of Distinction, students should have obtained:

a mark of at least 70% (or A grade) for the dissertation/project (or equivalent)

AND

EITHER a mark of 70% (or A grade) in at least half of the remaining credits.

OR an overall weighted average mark (based on credit value) of at least 70%

In order to be awarded an overall classification of Merit, students should have obtained:

a mark of at least 60% (or B grade) for the dissertation/project (or equivalent)

AND

EITHER a mark of 60% (or B grade) in at least half of the remaining credits.

OR an overall weighted average mark (based on credit value) of at least 60%

Pass: In order to be awarded an overall classification of Pass must have passed all the modules on a programme but not have met the criteria for the award of an overall classification of Merit or Distinction

Fail: If any module on a programme has been failed on more than one occasion the programme will be failed

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: <http://www.gold.ac.uk/governance/studentregulations/>

### **Programme-specific rules and facts**

For the Postgraduate Certificate to be awarded, students must have passed modules to the value of 60 credits (all of which must be from the compulsory modules).

For the Postgraduate Diploma to be awarded, students must pass modules to the value of 120 credits (60 of which must be from the compulsory modules).

### **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/>).