

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) Education, Culture and Society
Name of Interim Award(s)	N/A
Duration of Study/Period of Registration	3 years full-time or up to 9 years part-time
UCAS Code(s)	X390
HECos Code(s)	(100459) Education Studies
QAA Benchmark Group	Education Studies
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification last updated/approved	September 2017
Primary Department/Institute	Educational Studies

Departments which will also be involved in teaching part of the programme
Not Applicable

Programme overview

This degree will develop knowledge of the education system in the UK and beyond. Students will enter into key debates about policy issues with a focus on social justice and equality, and understand education from a multidisciplinary perspective.

The programme is designed to promote understanding and critical reflection on the role of education in diverse societies and how the system continues to be shaped by social, political and economic factors. There is an emphasis on what counts as knowledge; the interrelationship between education, the individual and society and the tensions that can arise in a system that advocates education for all but mediates against the full participation of some groups. We think this emphasis on inclusion is a unique quality of the degree and a sound preparation for employment in this area.

We are also proud of the strong creativity strand that permeates the programme and reflects our expertise in visual and performing arts. If you are interested in employment in the creative industries, with a focus on education, this is the degree for you.

Programme entry requirements

Our standard entry requirements are:

A-level: BBC

BTEC: DMM

IB: 31 Points, HL655

Access: 60 credits overall with some distinctions and merits in related subject.

Applicants with arts, social studies, humanities or science backgrounds are equally eligible for admission to the BA (Hons) Education, Culture and Society degree programme. However, we do not assume that the candidate has studied any aspect of education prior to the entry. Applicants without A-levels will be given serious consideration if they have other evidence of ability

– for example, successfully having completed a BTEC, GNVQ/AVCE, CACHE Access or Certificate module in a related area. We welcome mature students (aged over 21) who may have non-traditional educational backgrounds and students educated outside the United Kingdom.

Aims of the programme

The BA (Hons) Education, Culture and Society degree is a full time, 3-year programme of study. The programme aims to meet the changing needs of those who intend to work within education – in the widest sense of the word. The very nature of education continues to evolve and change. This degree is a response to the move to increasing flexible career paths and will equip students with the appropriate skills and understanding required to be successful in their career in whatever sphere of ‘education’ it is pursued. Within the programme the student will explore in increasing depth and sophistication what the concept of education means and how this is, and has been, shaped by political, social, cultural and historical contexts. Within this, the student will explore the central role of creative processes at an individual and societal level. Specifically, the programme aims to enable the student to acquire, develop and apply:

- knowledge of a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate their understanding of education and the contexts within which it takes place.
- a broad and balanced knowledge and understanding of the principle features of education in a wide range of contexts
- an understanding of fundamental questions concerning the aims and values of education and its relationship to society
- an appreciation of the problematic nature of educational theory, policy and practice
- the capacity to interrogate educational processes in a wide variety of contexts
- the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner
- a range of qualities including intellectual independence and critical engagement with evidence

This revised programme specification was written by the Head of Programme in conjunction with a team of lecturers within the Department of Educational Studies. The programme specification is informed by Goldsmiths’ commitment to be pre-eminent in the field of social, cultural and creative processes, the revised Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), Goldsmiths College’s Learning and Teaching Strategy (2005), and the Quality Assurance Agency Subject Benchmark Statement for Education Studies (2007).

What you will be expected to achieve

A key feature of this programme is an intellectually rigorous study of educational processes, the significance of cultural, political and historical contexts, including issues of social justice. These are explored in an explicit manner within the individual modules that comprise the core modules in year 1. In Y2 of the programme the options chosen will relate to intended career paths (where known) enabling students to develop apposite knowledge and understanding. Each module requires the student to engage in critical reflection and explore issues raised from a number of different perspectives thus realising the aims of the programme.

Each module individually and the programme as a whole will provide opportunities to analyse educational issues systematically, evaluate education policy in an informed and systematic way, accommodate to new principles and new knowledge and apply key principles to the study of educational systems.

Increasingly through Y1 and Y2 the student will draw upon contemporary research, culminating in a personal research project in Year 3. This research component is supported by the compulsory year 2 module Introduction to Social and Cultural Research, which introduces students to the methods and

principles underpinning educational Research. In Y3, the research project will be informed by current concerns and contemporary relevance and the student's intended career route (where known).

LEARNING OUTCOMES

The Learning Outcomes arise from the Aims of the programme (above). The detail listed below is informed by the specific QAA benchmark statement (2000) for the design of an Education Studies degree. The areas of teaching, learning understanding and assessment are not separate and the design of the modules is intended to project this interrelationship to the student. A range of assessment forms is used reflecting a wide range of teaching and learning approaches and to mirror the different ways in which individuals learn. Learning outcomes will be assessed in accordance with the Department's present grading criteria (see below).

By the end of the programme, students will demonstrate:

Knowledge and Understanding		Taught by the following modules
A1	a growing awareness of the underlying values and principles relevant to Education, Culture and Society and a developing personal stance which draws on their knowledge and understanding.	Lectures, Seminars/Tutorials/Workshops, Presentations, Collaborative Work/Peer Tutoring, Self-Study
A2	a good working knowledge of the diversity of learners and the complexities of the education process.	Lectures, Seminars/Tutorials/Workshops, Presentations, Collaborative Work/Peer Tutoring
A3	a well-developed understanding of the complexity of the interaction between learning and contexts and the range of ways in which participants (including learners and teachers) can influence the learning process.	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring
A4	a good understanding of the societal and organisational structures and purposes of educational systems and the possible implications for learners and the learning process.	Lectures, Seminars/Tutorials/Workshops
A5	the ability to select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding.	Lectures, Seminars/Tutorials/Workshops, Self-Study

Cognitive and Thinking Skills		Taught by the following modules
B1	a high level of ability to analyse critically educational concepts, theories and issues of policy in a systematic way.	Lectures, Seminars/Tutorials/Workshops, Presentations, Collaborative Work/Peer Tutoring, Self-Study
B2	a well-developed ability to identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts.	Lectures, Seminars/Tutorials/Workshops, Self-Study
B3	a well-developed ability to accommodate to new principles and understandings.	Lectures, Seminars/Tutorials/Workshops, Self-Study

Subject Specific Skills and Professional Behaviours	Taught by the following modules
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and Attitudes		
C1	a developing ability to reflect on their own value system.	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring, Self-Study
C2	a well-developed ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject.	Seminars/Tutorials/Workshops, Presentations, Collaborative Work/Peer Tutoring, Self-Study
C3	a sound understanding of the significance and limitations of theory and research.	Lectures, Seminars/Tutorials/Workshops, Self-Study

Transferable Skills		Taught by the following modules
D1	a practised ability to organise and articulate opinions and arguments in speech and writing in a range of relevant contexts showing confident use of specialist vocabulary;	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring, Self-Study
D2	an ability to express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of written work; identifying the sources of their knowledge and attributing ideas accurately to these sources;	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring, Self-Study
D3	a developing reading, learning, research and study skills; including retrieval, selection and management of information from a variety of electronic and non-electronic sources.	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring, Self-Study
D4	be competent users of ICT in their study and other appropriate situations and be to make critical judgements about appropriate use of ICT, tools and resources;	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring, Self-Study
D5	a detailed understanding of the integrated nature of new technology and its potential uses in an educational or social context.	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring, Self-Study
D6	a well developed ability to interpret graphical and tabular presentation of data and collect, use and interpret numerical data as appropriate.	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring, Self-Study
D7	a well-developed ability to work effectively as part of a team, including working through difficulties and conflicts;	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring, Self-Study
D8	well-developed group work skills, including communicating, negotiating and working with people from diverse backgrounds.	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring, Self-Study
D9	a well developed ability to articulate their own preferred learning styles and strategies, actively manage their development, reflect on their learning styles and strategies in the light of learning theories and work with these to organise	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring, Self-Study

	an effective work pattern including working to deadlines;	
D10	good time management skills, including the planning and organisation of their own work and the ability to work under their own initiative.	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring, Self-Study
D11	the ability to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives;	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring, Self-Study
D12	that they can make judgements on the basis of different opinions, evidence and claims.	Lectures, Seminars/Tutorials/Workshops, Collaborative Work/Peer Tutoring, Self-Study

How you will learn

Teaching and Learning Methods:

Subject Knowledge and Understanding including application of key principles and ability to reflect on relevant issues.

A wide range of teaching and learning methods is used both within individual modules and across each Year Group. This reflects the Department of Educational Studies awareness that different people learn in different ways. The teaching and learning methods include lectures, seminars, tutorials, workshops, practice sessions, presentations, peer tutoring and collaborative group work and specifically in Year 3 the undertaking of a research based dissertation.

The main aim of lectures is to introduce key writers, theories, debates, themes, and concepts. A lecture enables students to acquire concise knowledge and stimulate their thinking about a particular topic, while a lecture block or module enables them to situate, contextualise and relate weekly themes. A variety of lecturing styles is used, from more didactic lectures followed by group seminars, the use of audio-visual material and new media, to more participatory approaches that can combine several shorter lecture periods with discussions or practical work.

In seminars, presentations, workshops and tutorials the student will have the opportunity to reflect on her or his own value systems and justify a personal position in relation to issues raised by the module and peer group contributions. Seminars and presentations will provide students with the opportunity to demonstrate their developing study skills.

In Year 1 the development of study skills will be integral to every module and students will be given the opportunity to select a range of primary and secondary sources including theoretical and research based evidence, using this to develop their knowledge and understanding throughout the module. The year 1 module Academic Literacies aims to develop students' understanding of reading and writing processes at HE level, and promote criticality through following, analysing and developing an argument. They will be supported in this process through seminars, self-study, collaborative work and peer tutoring. In Year 3 peer tutoring is used alongside tutorials in the development of the student's dissertation.

Some modules have a practical element, which is taught through practice-based lectures, seminars and workshops and reinforced through the preparation and production of projects or presentation, inviting students to make the connections between the theory and practice elements of their degree module explicit.

Teaching and Learning Methods: Transferable Skills

All compulsory and optional modules require the student to read, analyse and critically evaluate arguments, judgments, ideas and evidence; work independently on coursework; regularly produce written work; actively participate in group work activities; and contribute to seminar discussions and presentations. The student will be expected to develop time management skills to enable her/him to manage their personal timetable and produce assessed and non-assessed coursework within the context of college, departmental and tutorial deadlines. In Y1 the compulsory module Academic Literacies will include components on study and thinking skills and is designed to support criticality and other skills necessary to tackle study at H level confidently and successfully. Coursework, assessed or otherwise, is expected to be word-processed. All modules are represented on relevant sections of the Virtual Learning Environment (VLE) and students are expected to use the learning and teaching materials they can access there. They will also be expected to make use of the web-based search engines, and other electronic retrieval and research facilities and all students attend a library induction session on using e-resources. During their practice based work, students will also be required to work with production technologies, collaboratively and independently.

How you will be assessed

Assessment Methods and Strategies:

Subject Knowledge and Understanding including application of key principles and ability to reflect on relevant issues

The Department acknowledges the different ways in which students learn. This is reflected in the use of a variety of methods (including the use of new media) for assessing the work of students in relation to identified subject knowledge and understanding learning outcomes.

A mix of formal and informal assessment methods is built into each year of the programme and includes an examination (seen paper in Y1), presentations (all years) discussion (all years), report writing (Y2), sketch book and exhibitions (Y2 & Y3), process diary/log (Y3) and dissertation (Y3). Each module within the programme identifies the specific form the assessment of its subject knowledge and understanding takes.

In each form the generic elements are the requirement to understand, apply, interpret, analyse, arrive at critical judgements and communicate this to others. All modules reflect a mix of theoretical and empirical material and are designed to enable the student to make links between these with increasing degrees of sophistication as they move from Y1 to Y2 to Y3.

Assessment: Transferable Skills

While it is not necessary to call upon each and every one of the transferable skills listed above to meet the requirements for each module, the assessment methods across each year of the programme have been so designed that in each year all are required to be employed. These transferable skills can be identified as falling under the headings, intellectual, organisational and communication. For example, formal assessment requirements mean that each student will produce at least one essay in each year of the programme which will develop the skills of time management in relation to deadlines and specifically in essay planning and organisation, retrieving and selecting information from a variety of sources, bibliography, citation and referencing, clarity of expression and presentation. An informal assessment example is presented in the module design component that requires the student to make presentations collaboratively using appropriate media including ICT.

Feedback to students on the ongoing development of their transferable skills under the above headings takes place in writing for the module's formal assessment tasks and formally through the Y1 Academic Literacies module, the Y2 Introduction to Research in Education module and the Y3 Support for Dissertation Writing module and informally through discussions with groups and individuals within seminars and tutorials. The Department of Educational Studies has support mechanisms in place for

those students who require specific help with aspects of these and it utilises the College's Student Support Services to complement these.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	A mark in this range represents the overall achievement of the module learning outcomes at an exceptionally accomplished level. There is evidence of a widely extensive range of scholarly reading, a highly detailed and accurate knowledge of key concepts and theories and an exceptional grasp of all the issues raised by the question. This knowledge will be presented with an outstanding level of critical analysis and a truly original, creative approach to the question demonstrating exceptional independence of thought. The work is very well organised. Arguments and analysis of reading will display a high degree of reasoning and be outstandingly clear, critical, well-focused and cogent. Written in fluent style with correct scholarly procedures.
70-79%	I: First (Excellent)	A mark of 70-79% is awarded when candidates show evidence of extensive relevant reading and an excellent grasp of the point of the question and its context. This knowledge will have been presented critically, with insight and some independence of thought. Arguments and analysis of reading will demonstrate the candidate's own reasoning and be exceptionally clear, critical, well focused and cogent.
60-69%	lii: Upper Second (Very good)	A mark of 60-69% is awarded when candidates show consistency and fluency in discussing and evaluating appropriate reading from a range of sources (or bringing a range of reading to bear on analysis of, for example, a key text). They will demonstrate an ability to relate this reading clearly to the examination/coursework topic and to structure their own essay. They will clearly have understood, assimilated and responded to the relevant literature.
50-59%	liii: Lower Second (Good)	A mark of 50-59% is awarded when there is evidence of knowledge and understanding, but where there is limited development of ideas and critical comment. There will be reference to relevant reading, though not necessarily critical evaluation. Within these limitations there will be some indication that the candidate has grasped fundamental concepts in the field and the point of the question.
40-49%	III: Third (Pass)	A mark of 40-49% is awarded when a candidate provides some evidence that they have read recommended texts but shows that their understanding is limited or contradictory, and organisation of the essay is inadequate. The point of the question is not fully grasped or knowledge for responding to the question is lacking. There is no critical evaluation of reading.
25-39%	Fail	A mark of 25-39% is awarded when there is some recognition of the question, but knowledge or understanding for responding to the question is lacking. There is confusion and incoherence and unfocused comment on the literature.
10-24%	Bad fail	A mark of 24% or below is awarded when there is some

		recognition of the question but no clarity and no evidence of sufficient knowledge or understanding to respond to it
1-9%	Very bad fail	A submission that does not attempt to address the module learning outcomes. It shall be deemed a non-valid attempt and must be re-sat.
0%	Non submission or plagiarised	Non-submission or plagiarised submission.

How the programme is structured

The BA (Hons) Education, Culture and Society programme is organised according to a credit based system. Over the three years of the programme, the student will take 12 modules, 4 being taken in each year, plus the Academic Literacies module in Y1. Each 30 credit module is taught over 2 terms.

Year 1

The aim of this year of the programme is to introduce the student to the study of education from a range of perspectives. It consists of 4 compulsory modules taken by all students and provides a foundation for the programme itself. In addition students take a module on Academic Literacies which does not have a dedicated assessment. Each module value is 30 credits (2 terms) or 15 credits (1 term). As each student takes all of these modules in Y1 they are all able to choose from any combination of the options modules offered in Y2.

An integral element of each module is the highlighting and exploration of the skills each student will need to develop, or develop further, to complete a level 6 programme. As many Goldsmiths' students come to their studies from non-traditional routes and many are mature students coming to formal study after a gap of, in some cases of many years, this element of Year 1 modules is one that orientates and supports them.

Year 2

The aim of this year of the programme is to build upon the foundations laid in Y1 to develop more informed and sharper perspectives by examining specific elements within the wider education agenda. The student, in negotiation with tutors, is centrally involved in creating the framework in which this deeper knowledge and understanding is developed. This acknowledges the varying interests the students come with and develop and importantly, allows them to configure their programme in relation to intended exit paths (where known). The variety of teaching styles and assessment methods employed ensures that the student's personal 'transferable skills' are taken forward from the Y1 position.

Each student studies the compulsory module Introduction to Social and Cultural Research which is designed to support their studies by giving them insight into the ways in which educational research is produced and enhance their understanding of associated literature. It will also prepare them for the compulsory dissertation module. They choose 3 options from the modules offered. Each module value is 30 credits (2 terms) or 15 credits (1 term) to a total of 120 credits. There is no restriction on the combination possible. However, the option modules offered in Y3 do require that certain Y2 modules are chosen to ensure the required continuity and progression and this will bear upon the choices made. This is clearly identified on the module details for the Y3 modules.

The range of second year optional modules offered is constantly under review. Titles listed below represent the modules offered to students in 2015-16:

Early Childhood in a Diverse Society
 Body Gender and Culture (from Social and Cultural Studies) Studies in Inclusion and Exclusion
 New Media Technologies and Learning

The Making of Modernity (from Social and Cultural Studies) Space Place and Identity (from Social and Cultural Studies) Race Ethnicity and Education
 Comparative education
 Language & Literacy in the Early Years Culture and the Construction of Identity
 Arts Practice in Educational and Community settings Knowledge and Power
 Introduction to Teaching English as a Foreign Language to Adults Children's Cultural Worlds: School-based studies
 Critical multilingualism and multiculturalism in education Sound and Music in the Arts, Communities and Education

Year 3

The aim of Year 3 is to create situations in which the knowledge, skills and understandings developed in Years 1 & 2 are employed to undertake more independent and in-depth investigation of specific issues and particularly those that have an individual relevance to the student. All students undertake an 8000 word dissertation which has a 30 credit value, and choose 3 optional modules.

Entry requirements for the Y3 modules are identified in the module proposal materials and students are alerted to these when choosing options in Y2. Through the choices made for this year and the focus agreed for the dissertation students will continue to develop their individual pathways, which may (where known) be linked to their career intentions. The variety of teaching styles and assessment methods employed ensures that the student's personal 'transferable skills' are taken forward from Y2.

A distinctive feature of this year is the opportunity to spend the Autumn term studying abroad at the University of Luxembourg, where there is an Erasmus funded student exchange programme or at the University of Fujian in China. The opportunity to study abroad or to study alongside students from other countries reflects the programme's interpretation of education in the broadest sense.

The range of third year optional modules offered is constantly under review. Titles listed below represent the module offered to students in 2014-15:

The modules offered are: 30 credit Dissertation

Critical Art Practice

Race and Representation (from Social and Cultural Studies) Children's Literature and Controversy

Language Creativity and Communication Learning in the Community

Debates in Primary Education, Education Policy in the UK Education Policy in Europe

Policy and Practice in Early Childhood Education Re-imagining Social Class

Youth Cultures

Theoretical and Practical Aspects of Special Educational Needs Study Abroad, University of Luxembourg

Study Abroad, University of Fujian, China

Note on the Dissertation

The focus for this research-based dissertation is determined by the student in collaboration with a member of the programme team. The intention is to create a situation whereby the student can work with a tutor with expertise and research experience in their chosen field. The advanced study skills required to complete and present an 8,000-word dissertation will take the students transferable skills to an advanced level. The dissertation provides the student with the support to complete a small research project in a field they intend to move into post-graduation.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Culture and Identity	ED51006A	30	4	Compulsory	1,2
The Curriculum: Historical and	ED51007B	30	4	Compulsory	1,2

Philosophical Perspectives					
Learning and Thinking	ED51008D	30	4	Compulsory	1,2
Introduction to Creativity and Learning	ED51009D	30	4	Compulsory	1,2

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Social and Cultural Research	ED52035B	30	5	Compulsory	1,2
Modules to the value of 90 CATS from a list of options available annually from the department of Educational Studies		90	5	Optional	1 or 2

Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation	ED53040A	30	6	Compulsory	1,3
Modules to the value of 90 CATS from a list of options available annually from the department of Educational Studies		90	6	Optional	1,2

Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department who has overall responsibility progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Every student is assigned a personal tutor who will meet with their student twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first term. Personal tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed, and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars, so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and

formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion and Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running the Gold Award Scheme and other co-curricular activities that are accredited via the higher education achievement report (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision throughout the year, which students can access directly at gold.ac.uk/asc/.

Links with employers, placement opportunities and career prospects

During the course of the BA Education, Culture and Society degree, students will develop a wide range of skills that are transferable to employment, citizenship and indeed life contexts beyond the university experience. They form the backbone of success in whatever career the student chooses to follow and are not specific to careers in education.

The degree was created in response to the increasing demand for people with an advanced understanding of educational matters in a wide range of fields and careers, such as the public and voluntary sector, the culture and media industries, marketing and corporate communications, arts administration, media, cultural studies and related fields of arts, journalism, the legal profession, the charity and leisure. These represent some of the professions which now have a specialist 'education' sector within their domain. Preparation for entry into the teaching and welfare professions is also supported via the programme: all students who successfully complete it are guaranteed an interview for entry to the Department's PGCE Primary teaching programme (subject to external rules and regulations).

Besides the contribution made in regard to specific career pathways the transferable skills developed by this programme have a generic application to citizenship in a democracy and to a fulfilling life in the widest sense.

This degree makes a significant contribution to the present agenda for higher education and will contribute to Goldsmiths' response to this. It does so within the framework of Goldsmiths' own mission statement.

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 been 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

To proceed from the first to the second year, and from the second to the third year, students have to pass 90 credits at each level. It is a College requirement that progression from one year to the next, including the passing of a module, is dependent upon having satisfactorily attended all the module activities associated with a programme. In the department, attendance at all modules is monitored systematically and attendance at lectures, seminars and tutorial classes is compulsory. Frequent non-

attendance without satisfactory explanation will mean that a student is required to meet with the head of programme to discuss their progress on the programme. The aim of the department is to attempt to resolve such matters internally.

Programme costs

General Costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information here: <https://www.gold.ac.uk/programme-costs>

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/>).

Exit pathways are monitored and this data informs developments in the programme.