

Programme Specification

Undergraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	BA Religion and Society
Name of Interim Award(s)	n/a
Duration of Study/Period of Registration	3 Years
UCAS Code(s)	L350
HECoS Code(s)	(100626) Religion in Society
QAA Benchmark Group	Anthropology, Politics, Sociology (Theology and Religious Studies noted but excepted due to its focus on in-depth knowledge of at least one religion)
FHEQ Level of Award	6
Programme Accredited by	n/a
Date Programme Specification last updated/approved	December 2018
Primary Department/Institute	Sociology

Departments which will also be involved in teaching part of the programme
Politics and International Relations; Anthropology; Sociology; Media, Communications and Cultural Studies

Programme overview

In an increasingly globalised world, the role of religion can no longer be relegated in the academic or public imagination to a 'private', personal preference. Its effect on geo-politics, international security, media behaviour, global crime networks, criminalisation, gender and sexuality, modern warfare and human rights needs sharp, theoretically informed thinking. The rise of the Far Right in the UK and Europe, civil wars in the Middle East and Africa, terrorist attacks in France and Belgium, sectarian violence in Ireland, and mass shootings in the United States are often linked to religion. Hate crimes are increasing and universities are being increasingly scrutinised for any role in fostering 'extremism'. The securitisation of nations, borders and digital media in response to ethno- national-political- religious- violence is creating deep divisions and misunderstandings in societies worldwide.

Students today need to understand what fuels those conflicts and what an appropriate response might be. Goldsmiths' unique inter-disciplinary, critical, academic culture and cutting edge research can provide the necessary mix of theory, practice, reflection and analysis through subjects of anthropology, politics and international relations, media and sociology.

Programme entry requirements

A-level: BBB

BTEC: DDM

International Baccalaureate: 33 points including three HL subjects at 655

Equivalent qualifications

We accept a wide range of qualifications equivalent to the ones listed above.

If your qualifications are from another country, find out more about the qualifications we accept from around the world on our website.

If English isn't your first language, you'll need to meet our English language requirements to study with us. For this programme we require IELTS 6.0 (with a minimum of 6.0 in the written test).

If you need assistance with your English language, we offer a range of courses that can help prepare you for degree-level study.

Aims of the programme

The key aim of this BA programme is to develop the ability to engage through social-scientific analysis with religion as a social force shaping and being shaped by the modern world. You will learn on this programme about how and why meaning, cohesion and conflicts are often driven by and derived from ethno-national-political-religious identities, claims and aspirations. You will be encouraged to analyse events at local, national and international levels. Your development in anthropology, politics, media and sociology will help you address difficult and urgent questions. These demand sophisticated social-scientific analysis, informed both by classical theories as well as more contemporary research.

The BA Religion and Society programme is therefore inter-disciplinary, bringing essential theories and contemporary research from historicised sociology, anthropology, media and politics to bear on issues of culture, communication, politics, economy, nation, education, gender, law and ethnicities. The BA Religion and Society is not a traditional Theology and Religious Studies programme. You will be taught in the specialized departments of Sociology, Anthropology, Politics and International Relations, and Media, Communications and Cultural Studies.

The programme's international perspective, practical research and theoretical understanding of human social behaviour will ideally prepare students interested in law, human rights, education, and politics, Think tanks, pressure groups, media, NGOs, maybe a particular ethnic group or religious group, advocacy for refugees, disability rights, corporate social responsibility. Students wishing to pursue Master's level studies will be required to have a good UG degree.

What you will be expected to achieve

Knowledge and Understanding		Taught by the following modules
A1	Demonstrate a critical understanding of religion and belief as social 'facts' and forces;	Believing in Belonging in London and the World; Anthropology of Religion, Sociology of Religion in the Modern World; Work Placements; Dissertation.
A2	Gain a critical understanding of recent social, economic, political and cultural developments, such as the transition from industrial to post-industrial economies; the phenomenon of globalisation; the rise of information technologies; the emergence of environmental politics and how they relate with religion.	Modern Knowledge, Modern Power; Making of the Modern World; Colonialism, Power Resistance; Identity And Contemporary Social Theory; Analysing the Complexity of Contemporary Religious Life
A3	Demonstrate a critical understanding of religion and media as interdependent	Believing in Belonging in London and the World; Sociology of Religion in the Modern World; Media and Culture in the Middle East;

A4	Understand the full diversity, and relevance of research methods, research techniques and methods of data analysis used in sociology. This includes the research process, developing research problems, research design, assessing	Dissertation.
A5	Acquire and use a range of vocabulary used in academic and professional practice to discuss religion.	Believing in Belonging in London and the World; Sociology of Religion in the Modern World;
A6	Conduct in-depth analyses of the interplay of religion and the secular in the contemporary world; developing ethnographically-informed perspectives on the changing context of religious belief and practice under the conditions of globalization; identifying the mediated and material formation of religious movements and critically evaluating their connections with secularism, science, and the nation-state.	Anthropology of Religion; Sociology of Religion in the Modern World
A7	Develop an understanding of the relationship between individuals, groups and social institutions	Culture and Society. Modern Knowledge, Modern Power; Anthropology of Religion; Colonialism, Power, Resistance
A8	Discover the Enlightenment philosophical background to sociological forms of thinking; the rise of sociology as a discipline of the social sciences from the nineteenth century; the basis and distinctive nature of 'the sociological imagination'.	Modern Knowledge, Modern Power; Making of the Modern World; Colonialism, Power, Resistance; Identity And Contemporary Social Theory; Analysing the Complexity of Contemporary Religious Life
A9	Understand the various types of social processes that drive social change.	Culture and Society; Modern Knowledge, Modern Power; Making of the Modern World; Identity And Contemporary Social Theory; Analysing the Complexity of Contemporary Religious Life
A10	Demonstrate a basic ability to apply sociological ideas in the analysis of everyday social life;	Culture and Society; Believing in Belonging in London and the World; Anthropology of Religion, Sociology of Religion in the Modern World; Options Modules.
A11	Examine sociological knowledge in relation to issues of fact and value, objectivity and subjectivity, power, difference and ethics.	All modules, particularly Philosophy and Methodology in Sociological Research;
A12	Evaluate and be able to reliably challenge received sociological opinion	Philosophy and Methodology in Sociological Research; Sociology of Religion in the Modern World; Making of the Modern World;

Cognitive and Thinking Skills		Taught by the following modules
B1	Develop critical reasoning	All modules, particularly level 5 & 6 and linking workshop.
B2	Develop a reflexive understanding of the relationship between social theory and recent social developments, especially those relating to religion.	All modules, particularly level 5 & 6 and linking workshop.
B3	Describe and express the concepts explored in the module clearly and effectively in written form and in class presentations and discussions.	All modules, particularly level 5 & 6 and linking workshop.

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Develop a sound knowledge of different methods used in the inter-disciplinary social scientific study of religion;	Believing and Belonging in London and the World; Sociology of Religion in the Modern World; Anthropology of Religion.
C2	Use relevant case studies, quantitative data, fieldwork experience and theories to understand religion and belief in contemporary contexts;	Believing and Belonging in London and the World; Sociology of Religion in the Modern World; Anthropology of Religion.
C3	Critically read, evaluate and synthesize scholarly literature on different theories and uses/practices of religion in sociological research and in social life;	Believing and Belonging in London and the World; Sociology of Religion in the Modern World; Anthropology of Religion.
C4	Acquire the ability to independently design, plan, execute and write up a sociological dissertation.	Dissertation.
C5	Develop an ability to open up very specific and original areas of everyday religious life to sociological questioning	Dissertation; Believing and Belonging in London and the World; Sociology of Religion in the Modern World; Anthropology of Religion.

Transferable Skills		Taught by the following modules
D1	Develop practice of reflexive, critical reasoning	All modules, especially dissertation.
D2	Demonstrate an ability to work effectively, both independently and collaboratively, with an interdisciplinary set of concepts and practices.	All modules.
D3	Critically read, evaluate, and synthesize diverse and sometimes controversial ideas.	Culture and Society; Believing in London and the World; Anthropology of Religion, Sociology of Religion in the Modern World; Options Modules.
D4	Practise skills of inter-subjective engagement with a range of social actors holding different and sometimes competing views, beliefs and interests.	Culture and Society; Believing in London and the World; Anthropology of Religion, Sociology of Religion in the Modern World; Options Modules.

How you will learn

Lectures, seminars and individual tutorials will be used throughout, but three extra innovations deserve mention:

- 1) A fortnightly two-hour workshop is led by the Programme Convenor. This is an opportunity for you to discuss in more detail the theories and case studies presented in their lectures from, for example, politics, anthropology, media and sociology. We will map the key debates in those disciplines and the impact through and on 'religion'. You will thereby share opportunities for broadening inter-disciplinary understanding that affect the practices and understanding of religion as an important social force.
- 2) Field trips to, for example, places of worship and of politics (House of Commons/Lords) to see both small-scale religious practice and the intersection with the wider public sphere.
- 3) The Programme Convenor chaired the British Sociological Association's Sociology of Religion study group (2011-15) and has an extensive national and international network of academics and practitioners. Guest speakers from this network and more widely will be invited to give lectures on the programme.

Module teaching across all three years is based on a combination of lectures/presentations and weekly or twice weekly tutorial groups of 6-10 students. The main aim of the lecture is to introduce key writers, theories, debates, themes, concepts, and social and historical context in a structured and succinct way. A lecture enables you to acquire concise knowledge and stimulate your thinking about a particular topic, while a lecture block or module enables you to situate, contextualise and relate weekly themes. A variety of lecturing styles is used, from 'instructional' lectures followed by student questions, the use of audio-visual material or demonstration of statistical software, to more participatory approaches that can combine several shorter lecture periods with discussions or exercises.

Research methods module teaching in the first and second year is based on lectures/presentations, dedicated weekly research methods seminars / workshops and the fortnightly workshop that encourages interdisciplinary discussion, Research dissertations teaching (third year) is based on dedicated dissertation workshops, small group dissertation classes, and individual dissertation supervision during office hours. Options modules (second and third year) are taught by a combination of weekly lectures followed by seminars, plus one office hour per week typically attached to each option module. Weekly office hours for both the compulsory and options modules supplement and are intended to reinforce the above learning and teaching methods.

You will be encouraged to access the full resources of the VLE to enhance private study. You will be coached during seminars in how to read complex material and will be expected to make individual presentations and to chair discussions. Everyone will be encouraged to come for individual feedback following any assessment.

The third year dissertation will be an opportunity to apply learning through an extended project, based on a contemporary religious issue, idea or problem.

How you will be assessed

A combination of assessment methods will be used: essays, seen and unseen examination, and the final, third-year dissertation. The relevant skills will be discussed in seminars, the fortnightly workshops and individual tutorials.

You will be encouraged to discuss feedback with the relevant tutors and the Convenor when requested, usually within two weeks of receiving grades.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	Students will demonstrate an outstanding and highly advanced application and understanding of theoretical or methodological areas, and an original, critical and sophisticated approach
70-79%	I: First (Excellent)	A first class performance demonstrating an excellent application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. At the higher end of the scale, students will demonstrate an advanced or sophisticated understanding and application of theoretical or methodological areas in critical, original and independent ways in relation to the module learning outcomes.
60-69%	Ili: 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 an area). 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. The written submission will demonstrate the effective application of appropriate knowledge, understandings and skills specified in the module learning outcomes.
50-59%	Ilii: 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. The written submission will demonstrate an overall satisfactory application of knowledge, understandings and skills specified in the module learning outcomes. 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 written work will demonstrate that the majority of the appropriate module learning outcomes are achieved to a satisfactory level. However, 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 35-39% is awarded when there is some recognition of the question, but knowledge or understanding for responding to the question is lacking. The majority of the module learning outcomes are achieved from a poor to a satisfactory level. There is confusion and incoherence and unfocused comment on the literature. A mark of 30-34% is awarded when the majority of the module learning outcomes are not achieved. There is some recognition of the question but no clarity and no evidence of sufficient knowledge or understanding to respond to it. A mark of 29% or below is awarded when the vast majority of the module learning outcomes are not achieved and there is no recognition of the question nor of how it might be responded to.
10-24%	Bad fail	A mark of 10-24% is awarded when the vast majority of the module learning outcomes are not achieved and there is no recognition of the question nor of how it might be responded to.
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

The BA Religion and Society programme is organised according to a credit based system. Over the three years of the programme, you will take 360 CATS. In the second year, you will select 4 options modules, and in the third year you will also select 4 options modules. Assessment during the first year is through seen and unseen exam papers and submitted coursework.

During the second year, your progress is assessed by unseen exam papers and essays for the compulsory modules, and by submitted coursework for each of your options modules. During the third year, you progress is assessed by seen exam papers for the compulsory modules, submitted coursework for each of your options modules, and an 8,000 word research dissertation.

Year 1 - Foundation year

The aims of the first year are to provide a foundation in sociological, religious and political concepts and debates, relevant theories and research methods. The first year consists of four compulsory modules.

Believing and Belonging in London and the World

This module provides an introductory, broad exposure to religion in the public sphere. The lectures focus on London and then extend geographically to show movements and linkages worldwide. Field trips and guest speakers complement lectures and seminars.

Modern Knowledge, Modern Power

This module aims to provide students with a grounding in the analysis of social structures and institutions, social relations and forms of social stratification and power in modern societies. It introduces both classical and contemporary perspectives on the relation between power and social organisation.

Culture and Society

This module takes a theme and topic based approach to the study of the interface between social and cultural processes. It engages with key themes, such as education, the city, language, meaning, gender and sexuality.

Colonialism, Power, Resistance, This course aims to provide students with an understanding of the

importance of colonialism and imperialism, and resistances to them, in the shaping of our modern world; an urgent (but often overlooked) factor in world politics. It treats 'culture' as central to politics and to that of the colonial encounter.

Year 2 – Introducing specialisms

The second year aims to build on the foundational areas encountered in Year 1 while introducing staff research specialisms partly into the compulsory modules and directly through options modules. Through their options module choices, students are enabled to explore and develop their own interests.

Compulsory modules:

The Making of the Modern World

This module focuses on the historical processes that shaped the development of modern societies, nationalism and the nation state, democratisation, the welfare state and new forms of power, fascism and imperialism.

Philosophy and Methodology of the Social Sciences

This module examines the relationship between theory and methodology in social analysis and research, and engages with both classical debates and contemporary interventions in questions of knowledge and science, interpretation and meaning, politics and values, power and difference.

Sociology of Religion in the Modern World

You will explore contemporary issues analysed through classic and modern sociological theory. Themes will include: the role of religion in politics; religion and nationalism; communicating and crafting a religious imaginary through mediatisation and digitalisation; beliefs and boundary-making; claiming cultural identity through politics, violence and territory; Intersections of ethnicity, age, gender and class; religion and power; migration and religious identity; religion, gender and sexuality; researching the 'other'.

Anthropology of Religion

This module will introduce you to the sociological thought which has informed the anthropology of religious phenomena and will highlight the specificity of anthropological approaches which combine comparative, historical and ethnographic methodologies and concerns. Focusing on both 'world religions' and more localised cosmologies and practices, you will learn about different anthropological approaches (structuralist, Marxist, phenomenological, symbolic and cognitive) which emphasise different dimensions of religious practice and experience.

Optional Modules

The range may vary between years, but students will be encouraged to take two from Politics, such as: Life: A User's Manual; Africa in the Global Political Economy; An(other) Japan: Politics, Ideology and Culture; Chinese Politics: The Revolutionary Era, and two from Sociology, for example: Work placement; Sexuality; The Body - social theory and practice; Migration, globalisation and citizenship; Crimes Against Humanity.

Year 3 – Developing specialisms and independent approaches

The third year module combines advanced compulsory modules in contemporary social theory, a compulsory dissertation and an expanded number of options module choices.

Compulsory modules

Analysing the Complexity of Contemporary Religious Life

Recent dramatic shifts in worldwide religiosity demand sociological analysis: new variants of religions and

spiritual movements are proliferating just as numbers of non-religious people are increasing. This module explores the new imaginaries, tensions, histories, power dynamics and cultural e(a)ffects that may help explain the current contemporary religious landscape.

Identity and Contemporary Social Theory

This module examines how the world has changed, from classical sociological theory through to 'postmodernity'. This includes: recent and contemporary capitalism; developments in the economy; technology and the future; politics and social movements; identity, the body, feminism and sexuality. Many of those issues impinge directly on how religion is lived and affected globally.

Dissertation

In undertaking the dissertation, students work under the supervision of a personal tutor with the aim of developing and completing a sustained and independent investigation of a religion research problem or area and submit this as an 8,000 word dissertation.

Optional modules.

Students select 60 CATS of optional modules. The range of third year options modules is subject to slight change from year to year, but students should choose 4X 15-credit options from Sociology, Politics and Media, for example: Movements and Conflict in the Middle East: From the Arab Spring to ISIS; Colonialism and Non-Western Political Thought; Politics of Conflict and Peacebuilding in Contemporary Africa; Media and Culture in the Middle East; Beyond All Reason; Sociology of Visuality; Childhood Matters.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Culture & Society	SO51004B	30	4	Compulsory	1 and 2
Colonialism, Power, Resistance	PO51013E	30	4	Compulsory	1 and 2
Believing and belonging in London and the World	SO51011A	30	4	Compulsory	1 and 2
Modern Knowledge, Modern Power	SO51003A	30	4	Compulsory	1 and 2

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Philosophy and Methodology of Social Science	SO52003A	15	5	Compulsory	1
Making of the Modern World	SO52002A	15	5	Compulsory	1,2
Anthropology of Religion	AN52009A	15	5	Compulsory	2
Sociology of Religion in the Modern World	SO52107A	15	5	Compulsory	1
Optional modules to the value of 60 credits to be chosen from a list published annually	various	60	5	Optional	1 or 2

Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Analysing the Complexity of Contemporary Religious Life	SO53169A	15	6	Compulsory	1

Identity and Contemporary Social Theory	SO53022B	15	6	Compulsory	2
Dissertation: Empirical Religion Case Study	SO53035A	30	6	Compulsory	1, 2 & 3
Optional modules to the value of 60 credits to be chosen from a list published annually	various	60	6	Optional	1 or 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

The BA Religion and Society is not a traditional Theology and Religious Studies programme. The programme and student experience will help develop skills of analysis, interpretation and collaboration ideally suited for careers in international relations, politics, law, social activism, education and conflict resolution.

The Programme incorporates the Sociology Department's Work Placement module. Students are, in their first year, helped to develop their CV and to consider part-time summer jobs. During the second year, the focus is more on researching possible careers, internships and work placements. In the summer term of the second year, work placements may be available to show how religion relates to politics, advocacy groups, and relevant NGOs working in International Development and related. While work placements are encouraged, they are not compulsory and no guarantee can be given that sufficient and convenient placements will be available for all students.

In the third year, you will work out what you want from a job and explore key areas that Goldsmiths sociology graduates have entered. At the end you will know more about the job market for sociology graduates, where you might fit in and how to pitch your degree to employers.

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

General Programme 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/>).