

Programme Specification

Postgraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MA Black British Writing
Name of Interim Award(s)	Postgraduate Certificate in Black British Writing; Postgraduate Diploma in Black British Writing
Duration of Study/Period of Registration	1 year full-time
UCAS Code(s)	N/A
HECos Code(s)	(100069) Drama
QAA Benchmark Group	N/A
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	August 2017
Primary Department/Institute	Theatre and Performance

Departments which will also be involved in teaching part of the programme
English and Comparative Literature

Programme overview

At the end of 2011 it was reported that of over 14,000 university professors in the UK, only 50 were black and overwhelmingly, outside the humanities disciplines. This was followed by confirmations that there are still no black managers in British premieriership soccer (despite black footballers' eminence in the sport), no sustained presence of black cricketers in the national team (despite the long-standing presence of the West Indies team in international competitions), and in turn, by findings that no sustained promotion trajectory exists for black police officers into the higher ranks of the police service, (while black males continue to be disproportionately stopped and searched by white police). In the light of such a broader social context, this MA is timely and necessary.

Many established scholars of contemporary literature working in Britain, Europe, Africa, and Asia occasionally teach a course or two incorporating Black British writers, do research on Black British texts, and publish articles and books on these interests. However, this Goldsmiths MA in Black British Writing means the University of London will break new ground in preparing and empowering scholar-specialists in this growing and exciting field of study.

If the humanities are to serve the indigenous multi-cultures of Britain, the building of a critical infrastructure that retrieves, assesses and articulates a fuller compass of inclusion is vital for intellectual and public awareness. In studying this MA, you will become part of this process.

The MA provides opportunities to experience events featuring many of the writers and practitioners studied. It also gives you contact with contemporary Black British writing, drama and performance from within Britain. You will have access to the Black Theatre Archive at the Royal National Theatre as part of fieldwork tasks and further research. What you study

The MA draws upon the expertise of literary, drama and theatre specialists from the Departments of Theatre and Performance and the Centre for Caribbean Studies. The degree is made up of: (I) two compulsory core modules, (II) two options, which students choose, and (III) a dissertation.

Programme entry requirements

The standard requirement is an upper second class (or higher) BA or equivalent degree in English, Drama, History, Caribbean Studies, or a related humanities/arts subject (e.g. Language, Philosophy); but other qualifications of equivalent level may be considered; as are degree results below the upper second class where there are indications of academic strength in this specialisation.

A high level of competence in written and spoken English is also required. Students whose first language is not English need a minimum score of 7.0 in IELTS (including 7.0 in the written element) or equivalent.

Students without BA-equivalent qualifications who have substantial work experience (e.g. in literary journalism, creative writing, publishing etc.) which may be considered as equivalent to formal qualifications, may be admitted provided they demonstrate analytical and academic writing skills to the necessary level. Criteria for entry to the programme emphasises the self-motivation and research interests of the candidate. Unconditional places might be offered in particular to overseas students on the strength of a written application alone where this fulfils all the basic admissions criteria. Applicants able to travel will be invited for an interview before being offered a place in one of several interview days offered by the Convenor.

Aims of the programme

The programme specification is informed by: Goldsmiths' declared focus on 'the study of creative, cultural and social processes'; the QAA Code of Practice; the National Qualifications Framework; and the GUL Learning and Teaching Strategy.

The main purpose of the programme is to offer a challenging, flexible and advanced scheme of study invigorated by current research, which extends students' specialist knowledge and critical and contextual understandings of Black British Writing, Drama and Performance. The programme aspires to:

- 1) enhance independent critical and evaluative skills
- 2) expand students' knowledge and understanding of the cultural, historical and intellectual foundations of Black British Writing and Drama.
- 3) develop an understanding of diverse literary trends, movements and schools informing the literature and its performativity
- 4) promote students' analytical engagement with the complexities of Black British and Caribbean literary and performance discourses
- 5) deepen students' understanding of theorising and readings of the aesthetics of literary genres represented within the body of work
- 6) encourage students' self-development into professionally organised and interactive individuals by practising skills of selection, assimilation and communication in both written and oral domains.
- 7) facilitate a learning environment that offers an appropriate foundation for further scholarly research in Black British literary and performance studies

Although students would be strongly advised to take the options offered in this MA, in addition, students can opt to do an already existing module from the MA: African Theatre and Performance (Drama) or from the range of MA Contextual Modules (Drama) and MA Comparative Literature (ECL) or any compatible MA module from College - subject to MA Convenors' approval and guidance. The Drama options include: African Theatre and Applied Theatre in Sites of Conflict. Alongside subject-specific competencies and knowledge, the training provided by the programme will help to develop a range of transferable intellectual, creative, communicative and theoretical skills which are applicable to a broad spectrum of employment contexts.

The programme is taught by researchers and writers with international profiles in the field and will draw upon a network of professional authors, performers, arts programmers, directors and publishers as well as scholars.

What you will be expected to achieve

For the POSTGRADUATE CERTIFICATE to be awarded, modules to the value of at least 60CATS of one core module and one option will have been passed and the following learning outcomes will have been achieved.

Knowledge and Understanding		Taught by the following modules
A1	a range of major literary works from the Black British and Caribbean corpus	All modules
A2	significant intellectual and historical contexts of Black British and Caribbean literary texts, poetics and performance	All modules
A3	a range of major critical definitions of the special characteristics of Black British and Caribbean literary and dramatic work	All modules

Cognitive and Thinking Skills		Taught by the following modules
B1	conduct detailed textual analysis informed by appropriate contextual knowledge	All modules
B2	synthesise multiple, diverse, but relevant contexts and perspectives	All modules
B3	formulate coherent and persuasive interpretations and arguments informed by standards of scholarly accuracy	All modules

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	perceive and account for interactions between cultural contexts and literary/performance forms in the creation and reception of textual meanings	All modules
C2	use close reading and performance analysis to produce critically informed independent interpretations of challengingly innovative literary texts and performances	All modules
C3	produce own written work to scholarly standards in organisation, relevance, expression, referencing, and bibliography	All modules
C4	prepare, contribute to, and on occasion lead seminar discussion on complex texts and contextual issues.	All modules

Transferable Skills		Taught by the following modules
D1	enhanced communication and discussion skills, in written and oral contexts	All modules
D2	facility in accessing verbal data using hard copy / electronic resources	All modules
D3	capacity to handle ideas in rational, critical and evaluative ways	All modules
D4	open-mindedness and capacity for independent judgement	All modules
D5	management of own learning, including working effectively to deadlines	All modules
D6	application of skills of close analysis to a variety of	

	texts and contexts	All modules
D7	ability to make positive contributions to groups, and perception of group dynamics	All modules

For the POSTGRADUATE DIPLOMA to be awarded, modules to the value of at least 120CATS including the core modules, will have been passed and the following learning outcomes will have been achieved.

Knowledge and Understanding		Taught by the following modules
A1	a range of major literary works from the Black British and Caribbean corpus	All modules
A2	significant bodies of literary work representative of major tendencies and problems in Black British and Caribbean writing and performance	All modules
A3	significant intellectual and historical contexts of Black British and Caribbean literary texts, poetics and performance	All modules
A4	selected critical and theoretical debates about the characteristics of literary and dramatic innovation in the Black British and Caribbean writing and performance	All modules
A5	a range of major critical definitions of the special characteristics of Black British and Caribbean literary and dramatic work	All modules

Cognitive and Thinking Skills		Taught by the following modules
B1	conduct detailed textual analysis informed by appropriate contextual knowledge	All modules
B2	synthesise multiple, diverse, but relevant contexts and perspectives	All modules
B3	Formulate coherent and persuasive interpretations and arguments informed by standards of scholarly accuracy	All modules

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	perceive and account for interactions between cultural contexts and literary/performance forms in the creation and reception of textual meanings	All modules
C2	use close reading and performance analysis to produce critically informed independent interpretations of challengingly innovative literary texts and performances	All modules
C3	analyse processes of change in the generic conventions of Black British and Caribbean literary and performance texts	All modules
C4	use a range of critical commentary and theoretical perspectives discriminately	All modules
C5	produce own written work to scholarly standards in organisation, relevance, expression, referencing, and bibliography	All modules
C6	research literary topics using data resources and collecting and sifting primary and secondary evidence	All modules

C7	prepare, contribute to, and on occasion lead seminar discussion on complex texts and contextual issues.	All modules
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Transferable Skills		Taught by the following modules
D1	enhanced communication and discussion skills, in written and oral contexts	All modules
D2	facility in accessing verbal data using hard copy / electronic resources	All modules
D3	capacity to handle ideas in rational, critical and evaluative ways	All modules
D4	open-mindedness and capacity for independent judgement	All modules
D5	management of own learning, including working effectively to deadlines	All modules
D6	application of skills of close analysis to a variety of texts and contexts	All modules
D7	ability to make positive contributions to groups, and perception of group dynamics	All modules

Students who successfully complete the MA should have demonstrated achievement of the following outcomes

Knowledge and Understanding		Taught by the following modules
A1	a range of major literary works from the Black British and Caribbean corpus	All modules
A2	significant bodies of literary work representative of major tendencies and problems in Black British and Caribbean writing and performance	All modules
A3	significant intellectual and historical contexts of Black British and Caribbean literary texts, poetics and performance	All modules
A4	selected critical and theoretical debates about the characteristics of literary and dramatic innovation in the Black British and Caribbean writing and performance	All modules
A5	methods, concepts and appropriate terminologies in advanced literary study	All modules, Dissertation
A6	a range of major critical definitions of the special characteristics of Black British and Caribbean literary and dramatic work	All modules
A7	a selected topic in this field, and the secondary scholarly literature devoted to it	All modules, Dissertation

Cognitive and Thinking Skills		Taught by the following modules
B1	conduct detailed textual analysis informed by appropriate contextual knowledge	All modules
B2	synthesise multiple, diverse, but relevant contexts and perspectives	All modules
B3	assimilate and critically evaluate alternative accounts of complex cultural formations	All modules, Dissertation
B4	formulate coherent and persuasive interpretations and arguments informed by standards of scholarly	All modules

	accuracy	
B5	Integrate diverse evidence into coherent comparative evaluations	All modules, Dissertation

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	perceive and account for interactions between cultural contexts and literary/performance forms in the creation and reception of textual meanings	All modules
C2	use close reading and performance analysis to produce critically informed independent interpretations of challengingly innovative literary texts and performances	All modules
C3	analyse processes of change in the generic conventions of Black British and Caribbean literary and performance texts	All modules
C4	use a range of critical commentary and theoretical perspectives discriminately	All modules
C5	produce own written work to scholarly standards in organisation, relevance, expression, referencing, and bibliography	All modules
C6	research literary topics using data resources and collecting and sifting primary and secondary evidence	All modules
C7	understand and apply accurately the terminologies appropriate to advanced literary studies	Dissertation, All modules
C8	design and execute an independent project of literary, theoretical research prepare, contribute to, and on occasion lead seminar discussion on complex texts and contextual issues.	Dissertation, All modules
C9	prepare, contribute to, and on occasion lead seminar discussion on complex texts and contextual issues	All modules

Transferable Skills		Taught by the following modules
D1	enhanced communication and discussion skills, in written and oral contexts	All modules
D2	facility in accessing verbal data using hard copy / electronic resources	All modules
D3	capacity to handle ideas in rational, critical and evaluative ways	All modules
D4	open-mindedness and capacity for independent judgement	All modules
D5	management of own learning, including working effectively to deadlines	All modules
D6	application of skills of close analysis to a variety of texts and contexts	All modules
D7	power to organise information, and to assimilate and evaluate competing arguments	All modules
D8	ability to make positive contributions to groups, and perception of group dynamics	All modules
D9	evaluate and assess a range of research methods and develop a critical appreciation of internet	Dissertation, All modules

	applications as a resource and for bibliographic searches.	
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How you will learn

Knowledge and Understanding

Teaching and learning methods and strategies linked to these outcomes: The acquisition of these outcomes will be achieved via the lecture-seminar pedagogical framework and oral presentation with its attendant group discussion and analytical and critical perspectives.

Cognitive and Thinking Skills

These skills are cultivated across the programme's syllabii. Through seminars and lectures students are continuously exposed to - and encouraged to evolve - fresh perceptions and evaluations of Black British and Caribbean oral and literary forms, techniques and performativity; and through self-managed learning they further assimilate a range of contextual approaches to, and analyses of them. Students are encouraged to support their learning through attendance at live performances, readings, and literary events for which London offers a unique international context in theatre, performance and writing fora. The development of critical engagement is reinforced by the degree of archival and live access to Black British culture.

Subject-Specific skills:

These skills are cultivated across the curriculum, though with varying emphases according to course. In addition, the Programme Handbook provides initial advice on aspects of (5), and Information Services on aspects of (6). Suitable bibliographical information is normative for each module and its efficacy tested in student evaluation. The foundation modules provide a grounding in (1-4) and (7), and the option modules build further on that grounding, particularly in relation to (2). (8) is particularly addressed in the programme of individual supervision offered in the summer period, devoted to the dissertation and facilitated by guidance in the Programme Handbook. Tutor. Seminars are the forum for (9).

Transferable skills:

The combination of working in groups (workshops with guest tutors, lecture-seminars) and self-directed project work with individual tutorial support will produce outcomes (1-8) Computer applications will be supported by the College's existing student service.

How you will be assessed

Summative assessment takes the following forms, allowing students to demonstrate a range of appropriate skills: (i) by a 6,000- word essay for the core module and the options (some option modules are assessed differently, please check option information)

(ii) by a 12,000-word dissertation.

Subject specific skills (1-7) are tested through the assessment methods of essays and dissertation. (8) is tested mainly but not exclusively in the dissertation. Outcomes (1, 2 and 5) are assessed – with various emphases according to the option – via two essays, one for the Drama Complementary Contextual Modules or a module from the ECL MA in Comparative Literature. Transferable skills 1,6,7 and 8 will be assessed in the students' seminar participation and responsiveness to guided reading. 2-5 and 7 will be assessed through the students' essays and dissertation.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	In order to achieve 80% or over, the piece of work being assessed would need to demonstrate that the majority of the learning outcomes have been achieved to an

		Outstanding level. Marks in this category will be awarded for work which demonstrates a conceptual mastery of the material, is highly original and potentially shows new insights into both business and the application of creative process.
70-79%	Distinction	In order to achieve 70% or over, the piece of work being assessed would need to demonstrate that the majority of the learning outcomes have been achieved to an Excellent level (distinction threshold). Marks in this category will be awarded to work which shows conceptual and stylistic distinction; which features a secure and discriminating acquaintance with the field of study; which engages with the subject in a notably intelligent way; and which is clearly and accurately presented. The work will be of outstanding achievement in all or a consistent combination of the above areas
60-69%	Merit	In order to achieve 60-69%, the piece or work being assessed would need to demonstrate that the majority of the learning outcomes have been achieved to a good extent. Some of the qualities of first-class work may be found in this category but the difference will be either of degree or realisation. The work will be characterised by soundness of argument or analysis, acquaintance with the field of study, coherence and relevance. The work should be of high merit in all these areas or considerable merit in some areas and a good standard in others.
50-59%	Pass	In order to achieve 50-59%, the piece of work being assessed would need to demonstrate that the majority of the appropriate learning outcomes have been achieved to a satisfactory extent. Marks in this range will reflect solid competence and achievement, although the work might be partial rather than consistent in clarity, precision and effectiveness. It might, for example, rely too heavily on secondary sources at the expense of personal critical activity; be insufficiently detailed; or tend towards description rather than analysis. The work should be of good standard in the areas listed in the classification above or good in some areas and of a satisfactory standard in others.
30-49%	Fail	Fail standard - the mark indicates that the work is below the standard of a Masters degree. The piece of work being assessed demonstrates that the majority of the outcomes have been achieved to a less than satisfactory extent. Marks in this range will reflect work that is significantly inconsistent or flawed in relation to all or some of the areas listed above.
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.
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How the programme is structured

The programme consists of two compulsory modules, two options and a dissertation. The core module and the options have a value 30 credits each, and the dissertation 60 credits.

Core modules

- 1) Historicising the field
- 2) Interculturality, Text, Poetics
- 3) Dissertation

Option modules

- 1) Genre and Aesthetics
- 2) Caribbean Women and Representation
- 3) Any other available option in TAP and ECL.

Each core module is three hours per week of lecture-seminar over ten weeks. Each option module is two hours of lecture-seminar over ten weeks in Autumn and Spring terms.

180 credits overall 1800 hours of learning

100 hours of class teaching contact time

2 hours per term of individual supervision per student

Part-time

In their first year students will take: Autumn term -

EITHER Historicising the Field OR Option 1 Caribbean Women and Representation (Or any other available option) Spring term

EITHER Genre and Aesthetics (Or any other available option) OR Interculturality, Text, Poetics In their second year, students will take the remaining programme modules

Academic Year of Study 1 -

Module Title	Module Code	Credits	Level	Module Status	Term
Historicising the Field	DR71059A	30	7	Compulsory	Autumn
Interculturality, Text, Poetics	EN71088A	30	7	Compulsory	Spring
Genre and Aesthetics	DR71097A	30	7	Optional	Spring
Caribbean Women and Representation	EN71046A	30	7	Optional	Autumn
Any other approved optional module		30	7	Optional	Spr/Aut
Dissertation	DR71068A	60	7	Compulsory	Summer

Academic support

Special Support for Learning

The Department is aware that our students have different needs and we try to give particular support where necessary. We will, where practicable, endeavour to make reasonable adjustments to our courses. In order to facilitate the learning and teaching requirements of students. a draft, formative submission before the final summative submission where it is deemed necessary by Convenors in relation to individual student needs.

Overseas students and those without English as a first language are encouraged to attend workshops in the English Language Centre. Students with learning difficulties e.g. dyslexia are referred to the college

Disability office. The details regarding the range of support services can be found on the College website (www.gold.ac.uk).

We will actively work with Widening Participation initiatives and fulfil the College's commitment to increasing ethnic diversity in the student body, by providing mentoring and training opportunities for scholars under-represented in academia.

Resources

Support for student learning is provided by the study resources that are available in the Rutherford Information Services Building: extensive book and audio-visual collections (such as the Alexander Press Black Drama database, computer and multi-media equipment, Library and IT staff with expert knowledge. The Library also houses the LIFT (London International Festival of Theatre) video archive and is negotiating the transfer of the Black Theatre Co-Op and Moti Roti archive from Middlesex with Future Histories and the Apples 'n' Snakes Performance Poetry archive. Students will have access to the Black Theatre Archive at the Royal National Theatre as part of fieldwork tasks and further research. All registered students also have access to the University of London libraries network and access to Hatcham House, the dedicated post-graduate resources centre. The Centre for Caribbean Studies provides an integral resource for the degree in hosting events concerned with diasporic writing.

In addition, the Department of Theatre and Performance has its own dedicated specialist facilities, such as the 200-seat theatre and three additional fully equipped studio, rehearsal, and performance spaces. Technical support is provided by the availability of sound and video recording and editing studios, plus scenic construction and costume/wardrobe facilities.

Two international arts organisations are based at Goldsmiths. The secretariat of CONCEPTS (The Consortium for the Co-ordination of European Performance and Theatre Studies) is based in the Department and in 1997 the office of the British Centre of the International Theatre Institute moved to Goldsmiths. This UNESCO-affiliated organisation exists in over one hundred countries and provides the largest theatre network in the world. Together both organisations provide a unique research and professional contact facility. The department is home to the African Theatre Association (AfTA) and its journal African Performance Review.

The department in general has over one hundred partners in learning within professional contexts providing additional support for student learning. Members of staff as researchers and as creative practitioners, directors, writers, translators, consultants etc. have direct interaction with a range of creative industries which in turn further nourishes the department's learning environment. This interaction leads to the regular participation of prominent professionals as Visiting Tutors on courses. In addition the department hosts a range of research fellow(s).

Methods

The Department recognises the importance of supporting student learning with high-quality teaching on a predominantly small- group seminar/workshop basis with significant levels of individual tutorial support, particularly for independent projects.

The MA in Black British Writing programme operates alongside other specialist postgraduate programmes, which enrich the student's learning. The Department of Theatre and Performance has a large and active cohort of postgraduate research students engaged in practice-based research and there are regular fora in which students share research topics and ideas with tutors, visiting practitioners and each other. There are numerous College-wide lecture series which regularly feature prominent writers and thinkers.

Research Specialisations

Expertise is provided by the Department's resident faculty who are not only dedicated, experienced teachers but are also distinguished practitioners and researchers in their own right, working in national and international contexts. The Department also draws on a large pool of visiting practitioners drawn

from the profession and academics to provide a breadth of expertise and contact with current research worldwide.

Pastoral

Each Programme Convenor acts as a Personal Tutor to the MA students on their programme. This staff member will offer advice, guidance or clarification of courses, options, requirements and regulations, and monitors the student's progress through the programme. They can also offer support in cases of academic difficulty. Should further advice be necessary, the Senior Tutor or one of the Department's Examinations Officers can also be consulted.

Students can also make use of the College's medical, counselling and financial support services as necessary. In the case of students with special needs or specific learning difficulties (including dyslexia), the College's Student Support Office will provide sympathetic advice and help. The College's English Language Centre can provide help with written English.

Links with employers, placement opportunities and career prospects

The programme has an active and ongoing relationship with the theatre industry and literary organisations. In addition, members of the full-time teaching staff have ongoing active professional relationships with a number of venues, professionally funded companies, organisations, producers, programmers and festivals including for example: Talawa Theatre Company, Black Theatre Archive (RNT), Royal Court Theatre, Theatre Royal Stratford East, Apples 'n' Snakes, New Black Arts Alliance, Peepal Tree Press, Mango Press, SABLE, New Beacon Books, Centreprise, Spread the Word, The Stephen Lawrence Trust, Synergy, Inside Job, the Victoria and Albert Theatre Museum holdings, Society for Theatre Research, Black Theater Association (US), Kids Company, Riverside Studios, L.I.F.T, The Royal National Theatre, The Albany, The Live Art Development Agency and a range of networks in the UK, across Europe, the US and internationally. Students are actively encouraged to build creative relationships via direct contact with the professionals whom they will encounter during their studies on the programme. The Drama Department curricula is regularly nourished by a pool of visiting UK and international artists who are variously independent, company and/or venue-based

Since the MA in Black British Writing, Drama and Performance is a new programme, there are as yet no established patterns of employment of former students to indicate the future prospects of successful candidates. It is expected, however, that graduates would proceed to a wide range of roles especially within the creative and cultural industries as well as in the local community-based arts and heritage sectors. Some students will go on to undertake further academic research in related fields. We would follow the Goldsmiths Employability Strategy in accordance with <http://www.gold.ac.uk/strategy/> and especially note section 3

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.

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

Progression Requirements

Part-time students must normally pass all assessments taken in Year one (as agreed with the Convenor as their chosen pathway) before proceeding to Year two.

Dates of Examinations and Assessment Deadlines

Dates of examinations and the submission of coursework will be published to students at the beginning of the academic session. These dates are binding and instances of non-attendance, non-submission or late submission will be treated in accordance with the College's Regulations in these respects.

Marking Criteria

In relation to assessed written coursework students are assessed with regard to:

1. an ability to write lucidly and with focused relevance
2. an ability to identify and examine key issues in relation to the work in hand
3. an ability to draw upon and evaluate primary and secondary sources as appropriate
4. an ability to sustain a critical response through the development of coherent analysis
5. evidence of insight, intelligence and stylistic aptitude in presenting written criticism
6. an ability to structure and sustain a coherent argument at an appropriate level.

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/>).