Programme Specification
Postgraduate Programmes

<table>
<thead>
<tr>
<th>Awarding Body/Institution</th>
<th>University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>Goldsmiths, University of London</td>
</tr>
<tr>
<td>Name of Final Award and Programme Title</td>
<td>MA in Understanding Domestic Violence and Sexual Abuse</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td>Postgraduate Certificate in Understanding Domestic Violence and Sexual Abuse</td>
</tr>
<tr>
<td></td>
<td>Postgraduate Diploma in Understanding Domestic Violence and Sexual Abuse</td>
</tr>
<tr>
<td>Duration of Study/Period of Registration</td>
<td>Full-time: One calendar year. Part-time: Two to five calendar years.</td>
</tr>
<tr>
<td>UCAS Code(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>QAA Benchmark Group</td>
<td>Counselling and Psychotherapy</td>
</tr>
<tr>
<td>FHEQ Level of Award</td>
<td>Level 7</td>
</tr>
<tr>
<td>Programme Accredited by</td>
<td>N/A</td>
</tr>
<tr>
<td>Date Programme Specification last updated/approved</td>
<td>August 2017</td>
</tr>
<tr>
<td>Primary Department/Institute</td>
<td>Social, Therapeutic and Community Studies</td>
</tr>
</tbody>
</table>

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

Programme overview

The MA in Understanding Domestic Violence and Sexual Abuse, is unique and represents the first programme to apply psycho-social perspectives to the field and the focus would be on domestic violence and sexual abuse in a domestic context. The programme synthesises psychodynamic, systemic, cognitive behavioural and social theories to critically examine abusive behaviour and the impact of being abused. The programme focuses on looking at practice and research from these theoretical perspectives and will consider abusiveness and its impact in different international, cultural and social contexts from childhood to older age.

This MA is intended for graduates, or those with equivalent experience (for example, those who have professional qualifications or extensive experience of working in the fields) from health and social care, practitioners in the psychological therapies and third sector workers from specialist abuse services. It is particularly apposite for people wanting to increase their grasp of the interplay between mental distress, domestic violence and sexual abuse.

The programme will offer a mixture of online and face-to-face contact. The online components will be largely focused on the acquisition of theoretical knowledge through computer mediated activities via the Virtual Learning Environment (VLE). The classroom based content of the programme will have an emphasis on experiential and reflective learning which will help students understand the process of identifying, assessing and managing both perpetrators and victims. This aspect of the programme will be delivered in blocks (including some Saturdays) to make the study more accessible to working adults. Individual modules on the programme are likely to be valued as part of a continuing professional development plan for psychological therapists and other workers in the field.

This programme does not form part of any accredited training or qualification but provides opportunities for continuous professional development for those already working in related fields. Students’ would be enabled to relate their work experience with individual module content, and that this dynamic interaction
between the learning and working environments is an inherent part of the programme, which would be fully supported by continuous dialogue between staff and students and the completion of reflective logs.

**Programme entry requirements**

The programme is designed to take applicants with academic backgrounds alongside those with significant professional experience. All applicants would normally have, or be expected to gain, a first degree of at least an upper second class or equivalent. Applicants may be eligible for admission if they do not meet this criterion but have professional qualifications or relevant work experience, this will be assessed via the application submission and the interview. Examples of relevant qualifications or experience might be:

Nursing Social work Education Police
Probation/Prison Services Counsellors and Psychotherapists
At least one year’s experience of work in public, voluntary/third sector or the private sector in related fields

Applicants whose first language is not English are required to have a minimum score of 6.5 in IELTS (International English Language Testing System) as administered by the British Council.

It is expected that all applicants will be working in or have a professional interest in the subject area. The individual modules for credit or continuing professional development hours would be suitable for applicants who have an equivalent academic or experience level, which will be detailed in the information for each module when it is advertised. All students undertaking individual modules for credit or continuing professional development hours will be expected to take an online introduction to the module in preparation to the start of teaching.

**EU applicants**
Applications from EU students are welcomed, and all the major European qualifications are accepted.

**Overseas (non-EU) applicants**
Students from all countries are welcome to apply and a variety of qualifications for entry can be presented. Each application is considered on its individual merit. Further information about admissions criteria is available from the Admissions Enquiry Unit, (tel: 020 7919 7766) or from the Goldsmiths website.

**Aims of the programme**

Students will be provided with a sound basis in theoretical knowledge and current research which will develop their current work and increase their potential for further advancement in the field. This involves combining critical thinking and training in relevant research methods with a sound underpinning of the theory and research pertaining to this field of work.

Students will:
- Develop a critical understanding of the unique synthesising psychodynamic, systemic, cognitive behavioural and social theories to examine the impact of being abusive or being abused.
- Develop a critical understanding of the issues around working with different client groups and using different forms of intervention.
- Develop the ability to design and carry out research and present it publically to address these issues clearly, precisely and accurately.
- Be provided with an introduction and overview to a number of different types of intervention.
**What you will be expected to achieve**

Students who successfully complete the Postgraduate Certificate in Understanding Domestic Violence and Sexual Abuse will:

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Demonstrate conceptual and methodological knowledge and awareness of the key concepts and debates in the study of domestic violence and sexual abuse, including new approaches within the field. | Module 2 – Theories, Research and Policy – Domestic Violence and Sexual Abuse  
Module 3 – Professional Perspectives and Reflective Practice  
Module 4 - Dissertation  
Module 5 - Working with children in the context of domestic violence and sexual abuse  
Module 6 - Working with adults in the context of domestic violence and sexual abuse  
Module 7 – Adolescents as Victims and Perpetrators  
Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth  
Module 9 – Group Work: Power, Identity and Conflict |
| **A2**                      |                                 |
| To synthesize and critically analyse socio-cultural and psychological perspectives in relation to specific theoretical approaches and texts across the range of field of topics followed in chosen option modules. | Module 3 – Professional Perspectives and Reflective Practice  
Module 5 - Working with children in the context of domestic violence and sexual abuse  
Module 6 - Working with adults in the context of domestic violence and sexual abuse  
Module 7 – Adolescents as Victims and Perpetrators  
Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth  
Module 9 – Group Work: Power, Identity and Conflict |

<table>
<thead>
<tr>
<th>Cognitive and Thinking Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Critically reflect on the appropriateness of socio-cultural and psychological concepts, theories and methodologies based on the results of research practice. | Module 2 – Theories, Research and Policy – Domestic Violence and Sexual Abuse  
Module 3 – Professional Perspectives and Reflective Practice  
Module 4 – Dissertation  
Module 6 - Working with adults in the context of domestic violence and sexual abuse  
Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth  
Module 9 – Group Work: Power, Identity and Conflict |
| B2 | The ability to summarise arguments of varying degrees of complexity. | Module 3 – Professional Perspectives and Reflective Practice  
Module 4 – Dissertation  
Module 6 - Working with adults in the context of domestic violence and sexual abuse |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Subject Specific Skills and Professional Behaviours and Attitudes</strong></td>
<td>Taught by the following modules</td>
<td></td>
</tr>
</tbody>
</table>
| C1 | Understand ethical issues relating to research and practice within the field. | Module 1 – Research Methods  
Module 3 – Professional Perspectives and Reflective Practice  
Module 4 – Dissertation  
Module 5 -Working with children in the context of domestic violence and sexual abuse  
Module 6 - Working with adults in the context of domestic violence and sexual abuse  
Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth  
Module 9 – Group Work: Power, Identity and Conflict |
| **Transferable Skills** | Taught by the following modules |
| D1 | The ability to manage self-directed learning that demonstrates a competence required for continuous autonomous professional development. | Module 3 – Professional Perspectives and Reflective Practice  
Module 4 - Dissertation |
| D2 | To understand the importance of and have the ability to engage with teamwork, leadership and networking with the multi-professional teams working within a variety of agency contexts. | Module 3 – Professional Perspectives and Reflective Practice  
Module 5 -Working with children in the context of domestic violence and sexual abuse  
Module 6 - Working with adults in the context of domestic violence and sexual abuse  
Module 9 – Group Work: Power, Identity and Conflict |

In addition to the above students completing the Postgraduate Diploma in Understanding Domestic Violence and Sexual Abuse will:

| Knowledge and Understanding | Taught by the following modules |
| A1 | Synthesise, crucially analyse and assess the literature and the development of the field of domestic violence and sexual abuse and its relationship with the disciplines of psychodynamic, systemic, cognitive behavioural and social theories. | Module 3 – Professional Perspectives and Reflective Practice  
Module 4 – Dissertation  
Module 5 -Working with children in the context of domestic violence and sexual abuse  
Module 6 - Working with adults in the context of domestic violence and sexu |
## Cognitive and Thinking Skills

### B1

Systemically, creatively and critically engage in debates relating to the main themes in the analysis of domestic violence and sexual abuse in original and imaginative ways.

### B2

Develop in interdisciplinary thinking through establishing creative connections between socio-cultural and psychological concepts, theories and methodologies.

## Taught by the following modules

| Module 2 – Theories, Research and Policy – Domestic Violence and Sexual Abuse |
| Module 3 – Professional Perspectives and Reflective Practice |
| Module 5 - Working with children in the context of domestic violence and sexual abuse |
| Module 6 - Working with adults in the context of domestic violence and sexual abuse |
| Module 7 – Adolescents as Victims and Perpetrators Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth |
| Module 9 – Group Work: Power, Identity and Conflict |

## Subject Specific Skills and Professional Behaviours and Attitudes

### C1

Critically engage socio-cultural and psychological concepts, theories and methodologies relevant to contemporary understanding of domestic violence and sexual abuse and demonstrate intellectual engagement with these theories and methods.

## Taught by the following modules

| Module 2 – Theories, Research and Policy – Domestic Violence and Sexual Abuse |
| Module 3 – Professional Perspectives and Reflective Practice |
| Module 4 - Dissertation |
| Module 5 -Working with children in the context of domestic violence and sexual abuse |
| Module 6 - Working with adults in the context of domestic violence and sexual abuse |
| Module 7 – Adolescents as Victims and Perpetrators Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth |
## Impact of Trauma - Distress, Resilience and Post-Traumatic Growth

Module 9 – Group Work: Power, Identity and Conflict

### Transferable Skills

<table>
<thead>
<tr>
<th>D1</th>
<th>Taught by the following modules</th>
</tr>
</thead>
</table>
| The ability to communicate with a variety audiences, within the changing political and social landscapes faced by agencies working in this area. | Module 3 – Professional Perspectives and Reflective Practice  
Module 5 - Working with children in the context of domestic violence and sexual abuse  
Module 6 - Working with adults in the context of domestic violence and sexual abuse  
Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth |

In addition to the above, students completing the MA in Understanding Domestic Violence and Sexual Abuse will:

### Knowledge and Understanding

<table>
<thead>
<tr>
<th>A1</th>
<th>Taught by the following modules</th>
</tr>
</thead>
</table>
| Distinguish and appraise appropriate research methodologies, their potential applicability and their possible limitations. | Module 1 – Research Methods  
Module 2 – Theories, Research and Policy – Domestic Violence and Sexual Abuse  
Module 3 – Professional Perspectives and Reflective Practice  
Module 4 – Dissertation  
Module 5 -Working with children in the context of domestic violence and sexual abuse  
Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth |

<table>
<thead>
<tr>
<th>A2</th>
<th>Taught by the following modules</th>
</tr>
</thead>
</table>
| The ability to develop the emotional intelligence and empathy required to understand the different viewpoints when working with perpetrators and victims across different multi-disciplinary perspectives. | Module 3 – Professional Perspectives and Reflective Practice  
Module 5 -Working with children in the context of domestic violence and sexual abuse  
Module 6 - Working with adults in the context of domestic violence and sexual abuse  
Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth  
Module 9 – Group Work: Power, Identity and Conflict |

### Cognitive and Thinking Skills

<table>
<thead>
<tr>
<th>B1</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to evaluate and assess a range of socio-cultural and psychological research</td>
<td>Module 3 – Professional Perspectives and Reflective Practice</td>
</tr>
</tbody>
</table>
### Subject Specific Skills and Professional Behaviours and Attitudes

<table>
<thead>
<tr>
<th>C1</th>
<th>Adapt concepts and methods flexibly and imaginatively to pursue future specific aims relating to employment, advancement or further research linked to the study of domestic violence and sexual abuse.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Systemically, creatively and critically engage in debates relating to the models of assessment, intervention and treatment (including the psychological impact and a range of psychosocial interventions).</td>
</tr>
</tbody>
</table>

### Taught by the following modules

- Module 3 – Professional Perspectives and Reflective Practice
- Module 6 - Working with adults in the context of domestic violence and sexual abuse
- Module 7 – Adolescents as Victims and Perpetrators

### Transferable Skills

<table>
<thead>
<tr>
<th>D1</th>
<th>The ability to produce and present written work or a high quality, following conventions of scholarship required for publication.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2</td>
<td>The ability to access relevant data in relation to research and use various software programmes to produce written work and presentations.</td>
</tr>
<tr>
<td>D3</td>
<td>Design and develop a research project using primary or secondary sources in order to evaluate political, socio-cultural and psychological concepts, theories and methodologies in the study of domestic violence and sexual abuse through the application of research methods appropriate to the topic of the project.</td>
</tr>
</tbody>
</table>

### Taught by the following modules

- Module 3 – Professional Perspectives and Reflective Practice
- Module 5 - Working with children in the context of domestic violence and sexual abuse
- Module 6 - Working with adults in the context of domestic violence and sexual abuse
- Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth

### How you will learn

The department uses a variety of teaching strategies — lectures, seminars, groupwork, individual and group tutorials, role-play, online and workshops. The combination of teaching modes is determined by the nature of the module. Learning and teaching strategies are detailed in relation to the specific modules. Students will find them on module outline proposals and in the programme handbook. The following is an overview of teaching and learning on the programme.
1. In most areas of this programme a variety of approaches are used to reflect the nature of the subject and the need for students to develop their own variety of facilitation methodologies.

2. In more practical and facilitation-based modules the primary approach is that of a participatory workshop supported by lectures and guided reflective discussion.

3. In contextual and theoretical areas lectures form the main teaching strategy supported and consolidated by student presentations in seminars and by group discussions.

4. The College online learning environment, learn.gold, will be used across the programme, enabling student access to learning materials and to a range of discussion forums and chatroom groups outside the physical classroom. Podcasts and online materials will also form a key part of teaching and learning.

5. The final dissertation will be supported by individual and group dissertation supervision after initial introductory lecture.

6. Support for independent study is provided by the library and electronic resources in the Information Services Building, the University of London Senate House Library, and by the Audio Library within the department which holds a large collection of specialised material unavailable elsewhere. Audio-visual media are used strategically in the programme.

7. To allow flexibility of part-time study for those in employment some modules will be offered in blocks and on some Saturdays.

How you will be assessed

In order to gain the awards students are required to undertake and pass all core and the required number of option modules on the programme.

Achievement of outcomes is assessed with regard to:
- the College's generic assessment criteria (as below);
- the Department's specific assessment criteria (as below);
- the particular assessment criteria identified for each given module (see module outlines);
- the requirements of the specific essay, assignment, presentation or examination answer undertaken.

Coursework submitted for formative assessment will be returned with an advisory classification; summative assessment is assigned a percentage mark.

Marking criteria

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>Distinction (Outstanding/Exceptional)</td>
<td>A mark in the 80s or even the 90s will be awarded in the case of really accomplished work, it will also have an excellent or original line of argument that can be followed very easily, demonstrating high levels of scholarship and originality, although grades in the 90s should be reserved for work deemed to be outstanding, and of publishable quality.</td>
</tr>
</tbody>
</table>
| 70-79%     | Distinction                    | Overall the work shows evidence of an excellent structure to the work and rigorous analytical research in its conceptualisation; an excellent level of response to the set tasks; the conceptual coherency of the work is strong and ideas are researched and deployed within a clearly

Goldsmiths UNIVERSITY OF LONDON
defined contextual framework. The work shows ample evidence of sustained academic enquiry and critical reflection, draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks.

60-69%  Merit  Overall evidence of a very good level of response to the set tasks; the structure and conceptual coherency of the work is good and ideas are researched and evaluated within a defined contextual framework. The work shows evidence of sustained academic enquiry, critical reflection and draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks.

50-59%  Pass  Overall mainly adequate level of response to the set task; the structure and the conceptual coherency of the work is largely adequate. Ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework. The work shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills and critical reflection but inconsistently employed.

30-49%  Fail  Overall the work may not be without merit but not Masters standard: the work lacks a clear structure or framework; the concepts in question are realised inappropriately or under-developed; it shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, and critical reflection is inconsistently employed.

10-29%  Bad fail  Overall inadequate level of response to the set task; the work is confused or poorly organized; does not utilise a sufficient range of critical and reflective thinking; level of analysis is not always appropriate or consistent. The range of sources in the work is very limited, there is little interpretation and it lacks breadth or awareness of a contextual framework. Research involved in the writing of coursework or the dissertation will be poorly organised and inadequately discussed.

1-9%  Very bad fail  A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and must be re-attempted).

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

Students are required to take 180 credits at Masters level. The table below indicates the core and optional modules that make up the programme.

The programme can be taken over one year (full time) or two years (part time). Full time mode of study: Students undertake the three core modules and three optional modules followed by the dissertation.
Part time mode of study: Students undertake CU71076A and CU71078B in year 1 and a maximum of two optional modules.

Year 2 Part time: students take CU71077A and CU71079A and any remaining optional modules (to satisfy completion of 3 optional modules in total over 2 years).

Academic Year of Study 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theories, Research and Policy – Domestic Violence and Sexual Abuse</td>
<td>CU71076A</td>
<td>30</td>
<td>7</td>
<td>Core</td>
<td>1 and 2</td>
</tr>
<tr>
<td>Research Methods</td>
<td>CU71077A</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
</tr>
<tr>
<td>Group work: power, identity and conflict</td>
<td>CU71078B</td>
<td>30</td>
<td>7</td>
<td>Core</td>
<td>1 and 2</td>
</tr>
<tr>
<td>Dissertation</td>
<td>CU71079A</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Working with children in the context of domestic violence</td>
<td>CU71080A</td>
<td>15</td>
<td>7</td>
<td>Optional</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Working with adults in the context of domestic violence and sexual abuse</td>
<td>CU71081A</td>
<td>15</td>
<td>7</td>
<td>Optional</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Adolescents as Victims and Perpetrators</td>
<td>CU71082A</td>
<td>15</td>
<td>7</td>
<td>Optional</td>
<td>2 or 3</td>
</tr>
<tr>
<td>The Impact of Trauma - Distress, Resilience and Post-traumatic Growth</td>
<td>CU71086A</td>
<td>15</td>
<td>7</td>
<td>Optional</td>
<td>2 or 3</td>
</tr>
</tbody>
</table>

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 has overall responsibility for student 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.

Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a programme 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 as new students join Goldsmiths 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 & 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 & Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service and the Academic Success Centre provide central support for skills enhancement and run the Gold Award Scheme and other co-curricular activities that can be accredited via the higher education achievement award (HEAR)

Links with employers, placement opportunities and career prospects

It is expected that a number of professionals will use either the module credit or the degree to supplement their CPD portfolios, which are a requirement for the majority of these professionals. For workers with extensive experience this programme (or its constituent modules) will provide a sound basis in theoretical knowledge and current research which will help them develop their current work and increase their potential for further advancement in the field.

The UK has developed recognised forms of intervention in this field that have an international application and relevance. Issues regarding domestic violence and sexual abuse have an international public health and human rights dimension, which makes the programme internationally relevant.

The conceptual underpinning of the programme would provide a strong basis for working with other forms of abuse, oppression, violence as well as other marginalised and vulnerable groups.

For those graduates who are not professionally trained but wish to move into working in this field, this programme would offer a sound basis for applying for professionally accredited training in a number of fields or working in fields as a non–qualified worker.

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:

Full-time students are expected to pass all taught components in one extended year (September to September). Students will be required to pass all other assessments except for the dissertation at the summer exam board before being allowed to submit their dissertation in the September.

Part-time students will normally be expected to pass modules totaling a minimum 60 credits in order to progress.

Intermediate Exit Points

For the Postgraduate Certificate to be awarded, modules to the value of 60 credits (30 of which must be core) will have been passed.

For the Postgraduate Diploma to be awarded, modules to the value of 120 credits (60 of which must be core) will have been passed.

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/).