Programme Specification
Postgraduate Programmes

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Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MSc Marketing & Technology
Name of Interim Award(s)	Postgraduate Diploma in Marketing & Technology
Duration of Study / Period of Registration	1 year full-time
UCAS Code(s)	N/A
HECos Code(s)	(100075) Marketing
QAA Benchmark Group	N/A
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification Last Updated/Approved	July 2017
Primary Department / Institute	Institute of Management Studies (IMS)

Departments which will also be involved in teaching part of the programme:

Programme overview

The MSc Marketing & Technology will provide students with the skills and knowledge required to be effective marketers in increasingly technology-dominated marketing environments. Emerging technologies such as 3D Printing, Virtual Reality, the Internet of Things, and Artificial Intelligence are reshaping marketing landscapes in unforeseeable ways; they disrupt existing markets, and they create entirely new markets. While traditional marketing models explain superior marketing performance in established and stable market environments reasonably well, new marketing approaches are required to master the marketing challenges of the future. The MSc Marketing & Technology aims to stimulate new thinking among students, and equip students with the mindset, knowledge, and tools to successfully navigate technology-dominated marketing environments in their future careers. The programme content is distinguished by the following three recurring themes which run through different modules. They present key marketing competences of the future:

- *Conducting immersive market research*: Big Data and Deep Analytics harness technological advances that enable vigilant and adaptive market learning approaches that rapidly respond to broad market trends. Furthermore, ethnographic and netnographic market learning approaches, in combination with Deep Analytics, help create Thick Data which offer an in-depth picture of individual-level consumer experiences. If such insights into customers are coupled with the abilities of emerging technologies, greater creativity in new product and service development can be achieved. Indeed, this would lay the foundation for radical innovation.

  Creating participative marketing landscapes: Digital technologies allow customers to actively participate in marketing activities real-time, for instance, by designing their own products via web interfaces, creating viral online content, and shaping brand identities via online brand communities. Companies have to leverage digital technologies to create interactive and participative marketing landscapes to establish intimate customer relationships. The consequence of such participative marketing landscapes are increasingly porous boundaries between companies, customers, and further stakeholders. The trend towards participative marketing landscapes will be further stimulated by emerging technologies such as 3D printing and Virtual Reality.

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- *Conceiving market-driving strategies*: Emerging technologies have the potential to disrupt existing markets, and to create entirely new ones. To tap into this potential, marketers must not assume existing markets to be unalterable realities. Rather, existing market infrastructures can be actively shaped and transformed via market-driving strategies. These are also key to the successful creation of radical innovations. In this context, the programme will highlight the fact that marketers can direct technological development towards significant social and environmental challenges, which should be viewed as market opportunities. In so doing, marketers can leverage market mechanisms to (re)shape the world we are living in.

The programme will also raise awareness of the potentially harmful effects that new technologies can have on society and the environment if they are not employed thoughtfully. For example, information technology has spawned entirely new media platforms. They compete for user attention to attract corporate advertising money. However, the goal to maximise user attention has led to the proliferation of "fake news" which pose a real threat to the stability of Western democracies. The programme seeks to encourage holistic thinking that considers social and environmental implications of marketing action.

Programme entry requirements

Students are expected to have or obtain a first class or upper second class undergraduate degree, or equivalent. Degrees from a variety of backgrounds are accepted, including social and management sciences, economics, natural sciences, engineering, computing, IT, psychology, and creative disciplines.

Applicants with appropriate work experience may be considered on a case-by-case basis. Such applicants must have a minimum of 3 years work experience, having performed marketing roles (brand manager, product manager, account manager, marketing consultant, etc.) in an entrepreneurial company and/or in a technology-driven industry.

International non-English native speakers will need to demonstrate an adequate level of English for academic purposes. This is defined as IELTS 6.5 (with a minimum of 6.0 in the written element and no individual element lower than 5.5).

Aims of the programme

This programme is targeted at students with an entrepreneurial mindset and a natural curiosity about technological discoveries and developments in relation to marketing. It will challenge students to creatively address contemporary social and environmental issues by the thoughtful use of emerging technologies. Consistent with the interdisciplinary focus of this programme, the IMS, and Goldsmiths, students with a science or engineering background would be welcomed, just as much as those with backgrounds in the creative disciplines, social sciences, management sciences, and economics.

The aims of the programme are threefold:

First, the skills and knowledge conveyed by the programme aim to improve students' employability regarding a variety of marketing jobs, e.g., product manager, brand manager, PR manager, account managers, marketing consultant, marketing researcher, etc. Specifically, the programme aims to improve employability in technology-dominated industries, high-tech clusters, and geographical hubs distinguished by strong entrepreneurial activity. Because new technologies impact virtually every marketing environment in unforeseeable ways, and may even make established (low-tech) markets obsolete, corporations of any size, operating in seemingly stable markets, also seek job candidates who are able to understand the commercial implications of emerging technologies. Furthermore, marketing agencies offering marketing research, marketing communications, brand management, and other marketing services in technology-dominated industries seek the expertise provided by this programme. Upon completion of the programme, graduates will be able to apply 'immersive' market research methods that inform the design of market-driving strategies and participative customer experiences in dynamic, technology-driven environments.

Second, the programme aims to advance theory development at the intersection of marketing strategy, technology management, and entrepreneurship. To this end, students will be familiarised with the current

theoretical state-of-the-art, contemporary research topics in the literature, and real-world problems of managers and marketers. Students will be encouraged to pursue dissertation projects that contribute to a better theoretical understanding of the various challenges marketers in technology-dominated environments are facing. The programme seeks to equip students with the theoretical background and the research skills required to pursue a PhD in the field, if they so wish. Upon completion of the programme, graduates will be familiar with a variety of contemporary theoretical debates and relevant managerial phenomena, will be able to spot gaps in our theoretical understanding, and will be able to develop research designs that move theory development forward in the field.

Third, the programme aims to produce graduates who are conscious of the influential role that marketers play in shaping society and the environment. It seeks to produce ethical graduates who are able to use their knowledge, skills, and abilities to maximise the benefits of emerging technologies via thoughtful marketing strategies and actions. Upon completion of the programme, graduates will be able to identify significant societal and environmental challenges, important technological trends, and combine both to create powerful market opportunities.

What you will be expected to achieve

The defined learning outcomes are designed to meet the standards for a higher education qualification at level 7 on the FHEQ and SCQF (master's degree). Furthermore, Goldsmiths Graduate Attributes have informed the development of the defined learning outcomes.

Students exiting the programme with the *Postgraduate Diploma in Marketing & Technology* (core and optional modules to the value of 120 credits) should be able to:

Knowledge and Understanding		**Taught by the following modules**
A1	Compare the conceptual differences between marketing models designed for well-defined product-market combinations versus ambiguous technology-market linkages.	Technological Innovation & Market Creation; Marketing Strategy
A2	Distinguish the success factors of interactive, participative customer engagement models based on digital technology.	Digital Marketing & Branding; Creating Customer Experiences
A3	Describe the tools and strategies that are conducive to new market creation and radical innovation development.	Technological Innovation & Market Creation; Marketing Analytics
A4	Identify the benefits and disadvantages of different market research methods, including big data analytics and netnographic research.	Research Design & Applied Statistics; Marketing Analytics
A5	Develop impactful marketing campaigns, and identify the benefits and limitations of marketing planning.	Marketing Strategy; Digital Marketing & Branding

Cognitive and Thinking Skills		**Taught by the following modules**
B1	Apply customer engagement models in the marketing process, and assess their value for the creation of innovation.	Creating Customer Experiences
B2	Evaluate the merits of different forms of market research, including Big Data Analytics, for the creation of new markets and radical innovations.	Marketing Analytics; Research Design & Applied Statistics
B3	View markets not as objective givens of reality, but as shapeable and transformable; understand that technologies can be employed in different markets, offering heterogeneous value.	Technological Innovation & Market Creation; Marketing Strategy
B4	Use marketing models and technology to address significant social and environmental issues.	Marketing Strategy; Technological Innovation & Market Creation
B5	Demonstrate how digital technologies reshape society, specifically the relationships between people	Digital Marketing & Branding; Creating Customer Experiences

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	and organisations, and how this is true for new technologies in general.	

Subject Specific Skills and Professional Behaviours and Attitudes		**Taught by the following modules**
C1	Develop implementable marketing plans for real-world companies driven by radically new technologies and ideas.	Marketing Strategy; Technological Innovation & Market Creation
C2	Design participative digital marketing campaigns that engage the customer.	Creating Customer Experiences; Digital Marketing & Branding
C3	Apply relevant market research methods effectively, and derive meaningful insights that inform marketing decision-making.	Research Design & Applied Statistics; Marketing Analytics
C4	Explore, identify, and/or create market opportunities for new, emerging technologies and radically new ideas.	Technological Innovation & Market Creation
C5	Design co-creational marketing strategies that unlock the value of new technologies.	Digital Marketing & Branding; Creating Customer Experiences

Transferable Skills		**Taught by the following modules**
D1	Work effectively as a member of a team.	All modules
D2	Communicate ideas effectively in public speaking.	All modules
D3	Present and integrate ideas effectively in written work. Be able to see contrasting viewpoints and address them critically.	All modules
D4	Work independently and make well-informed and justified decisions.	All modules
D5	Think critically and question underlying premises of established belief systems.	All modules

In addition to the learning outcomes above, students who successfully complete the programme (core plus optional modules and research dissertation, totalling up to 180 credits) and are awarded the *MSc in Marketing & Technology* will be able to:

Knowledge and Understanding		**Taught by the following modules**
A6	Analyse the relationships between science, technology, markets, society, and the natural environment.	Dissertation
A7	Identify relevant concepts from the literature that help understand real-world problems of managers.	Dissertation

Cognitive and Thinking Skills		**Taught by the following modules**
B6	Combine disparate theoretical concepts to create novel theoretical ideas.	Dissertation
B7	Identify theoretical biases in the literature, and managerial biases in the real-world, and challenge them via new perspectives on technology and markets.	Dissertation

Subject Specific Skills and Professional Behaviours and Attitudes		**Taught by the following modules**
C6	Identify gaps in the theoretical understanding of the field of marketing and technology.	Dissertation
C7	Address theoretical gaps in the field by developing and implementing effective research designs.	Dissertation
C8	Articulate and communicate new theoretical ideas	Dissertation

	that address theoretical gaps and identify novel research avenues that these ideas create.	

Transferable Skills		**Taught by the following modules**
D6	Move projects forward decisively in ambiguous task environments, when decision-making parameters and performance outcomes are poorly defined.	Dissertation
D7	Build productive relationships with external project collaborators.	Dissertation
D8	Change the way people think and act.	Dissertation

How you will learn

The teaching and learning methods to which students are exposed have been designed in recognition of: (a) the different knowledge routes to learning; (b) the learning requirements of different types of information and skills; and (c) the need for students to engage in a complementary range of learning activities, leading to the synthesis of academic knowledge and professional skills/competencies.

To achieve the learning outcomes, students experience a range of teaching/learning methods, including formal lectures, case study analyses, seminars, tutorials, summative coursework (essays and reports), and independent research projects.

Formal lectures are integral to the acquisition of subject specific skills and understanding, but these also provide the opportunity for discussion, group work and debate. This learning strategy is designed to challenge students' preconceptions, facilitate independent thought, and enable students to develop a critical perspective. In some instances, seminars and workshops provide a further opportunity to develop an independent and critical perspective.

Students receive feedback on written work (essays and reports) in the form of structured numerical feedback (1 – 5), relating to the logic of arguments, their coherence, references, coverage of background literature, etc., as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow students to know how to improve their work. During meetings with their module lecturers and personal tutor, students will be encouraged to obtain more detailed feedback and academic guidance for further improvement.

The written and oral feedback serve a number of functions: (a) to identify areas in need of further development, serving a diagnostic function; (b) the discussion accompanying oral feedback provides an opportunity to develop knowledge and appreciation of theoretical and applied material, and to encourage students to think critically and independently; and (c) feedback provides students with motivation and tangible criteria against which progress can be monitored.

Group meetings between tutors assure the reliability and validity of these forms of assessments. In addition, all summative work is either second marked or moderated. Detailed criteria for marking bands are provided for students in the Programme Handbook. Students attend lectures that provide the theoretical knowledge that is then used in practical activities to show how such knowledge is implemented in real-world situations.

Evaluation is key to squaring the curriculum design principles of aims, content and process, with outcomes; and the model we adopt has iterative links between these elements, designed to diagnose strengths and weaknesses of existing provision, as well as monitoring the success of innovations. This process is designed to encourage students to be actively involved in the learning process, and to be concerned with issues of quality.

How you will be assessed

The learning outcomes are assessed by a variety of means: (1) Unseen examination papers in May/June; (2) formative or summative essays – or both - for taught modules, as well as a group projects including presentations. In the third term, (3) students conduct a large piece of empirical research in the form of a dissertation project.

The assessment chosen in each module reflects the skills students will need to have learnt upon completion of that module (i.e. the learning outcomes), with a specific focus on increasing the employability of students. Analytical, theoretical, and written skills, which are useful for most academic and non-academic occupations, are reflected in the essays and exams; practical and project management skills are reflected in the group project and dissertation. The dissertation project is the most explicit form of evidence for demonstrating that students are able to self-motivate, work on, and see through a long-term project by themselves.

Marking Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	In addition to the criteria for an excellent grade below, it will also have an exceptional or original line of argument that can be followed very easily.
70-79%	Distinction	Overall the work shows evidence of 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 defined contextual framework. The work shows ample evidence of sustained academic enquiry, draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks. A mark of 70% - 79% is likely to be awarded to work that: 1. presents relevant and accurate material in the subject area and uses it to answer the question or address the issue comprehensively and critically; 2. announces its structure at the start and stick closely to this announced structure; 3. has relationships between statements that are very easy to recognize; 4. gives wide-ranging and appropriate evidential support for claims that are made; 5. is presented clearly and accurately, and has a substantial impact on the audience. The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.
60-69%	Merit	Overall evidence of a very good level of response to the set tasks; the 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, 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. A mark of 60% - 69% is likely to be awarded to work that: 1. presents relevant and accurate material in the subject area but fails to use it to answer the question or address the issue in a sufficiently critical manner; 2. has a detectable structure which is adhered to for the most part; 3. has relationships between statements that are generally easy to follow;

			4. has a good quality line of argument 5. supports claims by reference to relevant literature; 6. is presented clearly and adequately but not with a major impact. Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.
50-59%	Pass		Overall mainly adequate level of response to the set task; the conceptual coherency of the work is largely adequate and 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 but inconsistently employed. A mark of 50% - 59% is likely to be awarded to work that: 1. presents largely relevant and accurate material in the subject area but fails to use it to critically address the question or the issue; 2. has a structure, but one that is rather loose and unannounced; 3. has relationships between statements that are sometimes hard to follow; 4. has a fair quality line of argument (information drives argument, rather than other way round); 5. tends to make claims without sufficient supporting evidence; 6. is presented with an adequate, but not substantial, clarity or impact. Within this category, the mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.
30-49%	Fail		Overall the work may not be without merit but not Masters standard. The concepts in question are realised inappropriately or under-developed. The work shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed. A mark of 30-49% is likely to be awarded to work that: 1. fails to adequately address the topic or to answer the question, either by reproducing material that is only partly relevant, or by inaccurately reproducing material that is relevant, or by reproducing only a very small amount of relevant material; 2. lacks a clear structure or framework; 3. has relationships between statements that are often difficult to recognise; 4. has a poor quality line of argument; 5. makes poor use of evidence to support most of the claims that are made; 6. is presented without much impact. The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.

10-29%	Bad fail	Overall inadequate level of response to the set task; the work does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent. The range of sources in the work is very limited, there is little interpretation or analysis and it lacks breadth or awareness of a contextual framework. A mark close to 29% might be awarded to an answer that contains some indication that the student can recall something relevant to the question. 20% might be awarded to an answer that contains something that shows that the student has attended the relevant lecture module, even if there is little in the answer that is of direct relevance to the question. A 10% answer contains no evidence that the student knows anything from the literature that is relevant to the question. Little impact is shown in the group presentation.
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 MSc Marketing & Technology programme is comprised of six core modules (90 credits total), 2 optional modules (30 credits) and a research dissertation (60 credits). These components have a collective value of 180 credits. The programme has a vertical design in that each term builds on and extends the knowledge and skills acquired in the previous term:

In term 1, the core module "Technological Innovation & Market Creation" will demonstrate how emerging technologies impact markets and marketing landscapes. This is the signature module of the programme. It will introduce students to core themes that will be revisited and deepened in other core modules. Emerging technologies have a major impact on customer relationships, an essential marketing variable, and this impact will be explored in great detail in the core module "Creating Customer Experiences". The module "Research Design & Applied Statistics" provides students with fundamental analytical and statistical skills.

In term 2, the module "Digital Marketing & Branding" will focus on the perhaps most important technological trend of the last three decades in marketing: the emergence and diffusion of digital technology, and its implications for marketing practice and research. The module "Marketing Analytics" will further strengthen the analytical skills gained in term 1. It will focus on contemporary marketing research challenges in the industry, especially challenges posed by 'big data', and how these can be addressed using innovative analytical tools. Finally, the module "Marketing Strategy" will ensure students obtain a holistic picture of marketing decision-making in technology-dominated contexts. Specifically, this module aims to provide students with a balanced perspective on the usefulness of traditional and novel marketing models, concepts, and tools.

The optional modules naturally extend the core modules. They broaden students' perspectives as well as focus on specific marketing challenges and tools. For instance, the module "Consumer Behaviour" will discuss theories that provide the broader context of the module "Creating Customer Experiences"; "Innovation Theory" contextualises the module "Technological Innovation & Market Creation"; "Design Thinking" introduces students to a novel managerial tool for innovation creation; and "Digital Research Methods" extends the analytical skills students have gained in the modules "Research Design & Applied Statistics" and "Marketing Analytics". The optional modules also aim to appeal to the interests of different student groups (e.g., analytical, psychological, or managerial interests), and they cater to the different career goals of student segments.

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Module Title	Module Code	Credits	Level	Module Status	Term
Technological Innovation & Market Creation	IM71051A	15	7	Compulsory	1
Digital Marketing & Branding	IM71047A	15	7	Compulsory	2
Creating Customer Experiences	IM71049A	15	7	Compulsory	1
Marketing Strategy	IM71033A	15	7	Compulsory	2
Marketing Analytics	IM71048A	15	7	Compulsory	2
Research Design & Applied Statistics	IM71011A	15	7	Compulsory	1
Consumer Behaviour	IM71007A	15	7	Optional	1
Psychology of Advertising and Marketing	IM71008A	15	7	Optional	2
Innovation Theory	IM71013A	15	7	Optional	1
Innovation Case Studies	IM71010A	15	7	Optional	1
Design Thinking	IM71014A	15	7	Optional	2
Digital Research Methods	IM71046A	15	7	Optional	2
Leadership and Talent Management	IM71001B	15	7	Optional	1
Dissertation	IM71000A	60	7	Compulsory	1,2,3

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

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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 programme aims to transform students into uniquely-trained individuals who will possess the knowledge and skills required to create transformative marketing strategies in dynamic, uncertain, and technology-dominated industries. It will provide graduates with a profile that will stand out in the job market, especially compared to graduates from traditional marketing programmes. Graduates will find employment opportunities as marketing managers, market researchers, and marketing consultants in technology-driven industries, but also in traditional consumer markets, creative industries, the non-profit and the public sector. Virtually every organisation has to cope with the marketing implications of the growing diffusion of digital technologies, virtual reality technology, artificial intelligence, etc. In their job search, graduates will benefit from the various links of faculty members with industry representatives. Many students will also conduct their dissertation research in organisations. On other IMS programmes, such interactions with organisations can lead to job opportunities.

Technology clusters and entrepreneurial hubs present an exciting employment opportunity for graduates of this programme. The UK is a place distinguished by the presence of several world-leading, research-intensive universities that are hotbeds for emerging technologies. These universities have spawned important technology clusters with strong entrepreneurial activity, such as the Silicon Fen in Cambridge and the Silicon Roundabout in London. Through their links with these companies, the programme director and module leaders will seek to encourage entrepreneurial firms in these technology clusters to take on our students for work placements, dissertations, and work after graduation. Specifically, faculty has established several close relationships with companies in important UK technology clusters through their research activities. The regular use of industry guest speakers aims to facilitate early relationship building between students and potential employers. Also, potential job and internship opportunities will be advertised on a regular basis.

The requirements of a Goldsmiths degree

Master's Degrees
All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are composed 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
This programme incorporates the intermediate exit point of Postgraduate Diploma, which will be awarded on the successful completion of core and optional modules to the value of 120 credits.

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

Programme costs

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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 (www.gold.ac.uk/quality/).

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