

BA Politics Philosophy and Economics

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Final Award: BA (Hons) Politics, Philosophy and Economics

Programme Name: BA Politics, Philosophy and Economics

Total credit value for programme: 360

Name of Interim Exit Award(s):

Certificate of Higher Education in Politics, Philosophy and Economics

Diploma of Higher Education in Politics, Philosophy and Economics

Duration of Programme: 3 Years

UCAS Code(s): LLV1

HECoS Code(s):

(100491) Politics 34%

(100337) Philosophy 33%

(100450) Economics 33%

QAA Benchmark Group: Sociology; Politics; Philosophy; Economics

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: April 2026

School: School of Global Change

Programme overview

The BA (Hons) Politics, Philosophy and Economics (PPE) programme constitutes a Goldsmiths-style interpretation of the traditional and conventional PPE degree, commonly associated with the University of Oxford. The PPE degree has traditionally served as the bedrock and the institutionalised finishing school of aspiring future members of upper echelons of professions, including banking, the media and government. During the twentieth century the London School Economics endeavoured to serve as a training academy for the future administrators, thinkers, and critics of the British Welfare State. Goldsmiths' PPE programme refashions the PPE degree, around more critical, heterodox and

interdisciplinary traditions, to equip students who wish to go on to reform, challenge and resist aspects of the status quo, that are responsible for numerous interlocking crises, that are simultaneously political, economic, social and ecological.

The College trains and educates the creative minds, entrepreneurs and innovators across the disciplinary boundaries of the fine arts and design. In addition, the social sciences and humanities at Goldsmiths College are renowned for their unique interpretation of their respective disciplines. Building on these strengths, the PPE degree seeks to reinterpret and redefine the content and the meaning of the canon usually associated with such programmes. The label is the same, but the content radically different. We are investigating the major political, social, cultural and policy challenges of the twenty-first century, including the role of the state in the economy, the ethics and economics of redistribution, the politics of multi-polar and globalised world, and the challenges of a sustainable economic model. In response to sustained demands from student bodies (such as Rethinking Economics) to reform the economics curriculum in ways that appreciates the entanglement of the economic, the political and the social, Goldsmiths PPE offers a uniquely critical and interdisciplinary approach to the crises of the present. Although Goldsmiths has noted strengths in European area studies, this programme is unique in capitalising on world class scholarship on non-Western regions including China, Japan, India, Africa and the Global South. Unlike an orthodox PPE degree, in which the three core disciplines are taught in parallel to each other, the Goldsmiths PPE degree stresses the links between politics, philosophy and economics, and encourages students to work across these disciplines.

The degree is composed of a combination of compulsory modules and options. In the first year, students will take compulsory modules, drawing together training in politics, economics, philosophy (including political philosophy), as well as a module in Academic Skills for the Social Sciences. In the second year, students will take a compulsory module in philosophy, which moves more towards continental philosophy and core modules in political economy, plus the opportunity to specialise in economics via a mathematics module taught in Institute for Management Studies (IMS); select a 'Goldsmiths Elective' module; and make up their remaining credits from options provided by the Politics and International Relations Department. In the third year, students are required to write a substantial dissertation, take a core module in Global Cultural Politics, and complete their education by choosing modules in their areas of interest representing the PPE fields as well as inter-disciplinary options. Those wishing to develop their skills in economics have the option to take two quantitative economics modules taught in IMS, if they have already taken the mathematics module at 2nd year. Third year students also have the chance to take a 'Work Placement' module, offering them ample opportunities to experience work in politics and society beyond the academic world, and to be assessed on a report they write reflecting on their experience.

Internationally and nationally Goldsmiths College is recognised and prized for its interdisciplinary academic and practice and research as well as its commitment to encouraging unorthodox scholarly enquiry. At Goldsmiths PPE students will be taught by some of Europe's top political scientists, political economists, sociologists, and cultural theorists. Our staff are responsible for actively shaping their disciplines – they are pioneers in their fields, and write the books that are on student reading lists. They have a global outlook and their research and teaching has a global reach.

The programme will challenge received wisdom students and will encourage students to question subjects from many different perspectives. Students will also be exposed to a lively events programme – especially that organised by the Political Economy Research Centre - that attracts renowned speakers, meaning that they will have the opportunity to hear the latest anthropological, political and sociological arguments, theories and ideas.

Programme entry requirements

The typical offer will be BBB at A-Level, subject to the Goldsmith's more general entrance requirements:

BTEC: DDM

IB: 33 points overall with Three HL subjects at 655

The BA (Hons) Politics, Philosophy and Economics (PPE) degree at Goldsmiths has been designed to appeal to students who want to study PPE but in a new unorthodox but rigorous fashion. The degree is likely to appeal to three groups of students:

- Those following A Levels (or equivalent) in subjects such as economics, geography, history, law, media studies, philosophy, politics and/or sociology.
- Those studying the humanities who decide they now wish to follow a pathway through political science, economics and the social sciences.
- Those who have hitherto studied the natural sciences but who now want to follow a career path more attuned to contemporary debates in politics, economics, policymaking and the social sciences.

BA PPE does not require students to have any prior experience of economics nor an A-level in mathematics.

Programme learning outcomes

Each component module of this programme has its own detailed learning outcomes and related methods of assessment that complement the overall learning outcomes of the

programme. Students who successfully complete modules to the value of 120 credits at level 4 (Year 1) may exit the programme with the award of the CertHE in Politics and International Relations

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Key theories, insights and concepts, changing paradigms and debates that have informed politics, philosophy and economics in the classical, modern and contemporary periods. This includes classical debates about the nature of contemporary politics, the interaction of the modern state and markets, the evolution of the ethical underpinnings of a democratic and liberal society in an increasingly globalised world.	These outcomes will be assessed in all four compulsory modules during the first year: Foundations of Economics; Problems of Ethics; Introduction to Political Philosophy; Issues in Political and Cultural Economy; as well as in the options offered from the Politics and International Relations Department as the fifth module (World Politics, UK and European Comparative Governance and Politics, and Colonialism, Power, Resistance).
A2	The diversity of theoretical approaches used within the three disciplines to understand: the dynamics of political systems and institutions; the conduct of political action; government and policy; political ideologies; culture; markets and their imperfections; promises and fallacies of marketisation; and ethics, norms, values and their political ramifications.	These outcomes will be achieved by being central to many of the modules offered here, including the five compulsory modules during the first year.
A3	The nature of evidence and methods in politics, economics and political economy. This includes an understanding of: how to formulate research problems; how to develop research projects; the value of comparative methods; how to apply research methods and strategies in practical contexts; the use of comparative methods; how to analyse quantitative appropriate software; cultural perspectives on economy and economics; and real world practical and	Initially, students will be introduced to these in the framework of the four compulsory modules during the first year: Issues in Political and Cultural Economy; Introduction to Political Philosophy; Problems of Ethics; Foundations of Economics; in addition to a choice of one further module offered by the Politics and International Relations Department (either World Politics, UK and European Comparative Governance

Code	Learning outcome	Taught by the following module(s)
	ethical issues in political and social research.	and Politics or Colonialism, Power, Resistance).
A4	A variety of specialist themes, concepts and topics in politics, philosophy and economics.	These will be addressed principally during the third-year optional modules.
A5	Theoretical and empirical links between politics, philosophy and economics; to recognise the economy as politically, culturally and intellectually constituted; to recognise modern politics as centrally concerned with economic issues, alongside normative questions of liberalism; to see how philosophical ideas permeate political economy, and later economics.	In each year of the programme, there is a compulsory module which aims to support this learning outcome. In year one, it is Issues in Political and Cultural Economy.; in year two, it is Anthropology and Political Economy. These modules refuse to take narrow definitions of the 'political' or the 'economic'. These then prepare students for the 3rd year, when they are encouraged to do dissertations which draw on multiple disciplinary perspectives.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The ability to think critically and make informed judgments about the theoretical and methodological approaches, concepts and debates you have learned about.	All modules.
B2	An ability to employ and make appropriate use of the language and concepts of politics, philosophy, economics, sociology and anthropology	All modules, but specifically the compulsory modules in the first and second year.
B3	The ability to describe and evaluate alternative views of political action, institutions and policy-making processes based on a newly acquired command of concepts in political economy	All modules, but specifically the compulsory modules in the first and second year.
B4	The ability to apply original, critical and informed approaches to an empirical, political or theoretical problem or issue	All modules.
B5	Insight into complex and changing political ideas, norms, values, and ethics	All modules.

Code	Learning outcome	Taught by the following module(s)
B6	Skills in the analysis and lucid evaluation of alternative views in the engagement with major thinkers, debates, concepts and intellectual paradigms within the three disciplines.	All modules, but specifically the compulsory modules in the first and second year.
B7	Skills in the analysis, evaluation, judgment and synthesis of complex texts, theories or empirical evidence (including simple economic modelling and quantitative data).	All modules but specifically the political economy and economics-oriented modules in the first and second year.
B8	Enhanced written and verbal communication skills in the formulation, structuring and presentation of coherent and persuasive arguments; the ability to bring together and synthesise theory and evidence in support of an argument; the ability to recognise the limitations of elementary or general arguments based on specific or local situations; the ability to recognise political/social complexity and depth.	All modules.
B9	The ability to make connections between theories and contemporary political-economic events; to see how theory and history contributes to an understanding of the present, and the crises of the early 21st century.	All modules, but especially Issues in Political and Cultural Economy in year 1 of the programme.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Ability to express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of your written work; identifying the sources of your knowledge and attributing ideas accurately to these sources.	All modules.
C2	Reading, learning, research and study skills; including retrieval, selection and	All modules but particularly the dissertation.

Code	Learning outcome	Taught by the following module(s)
	management of information from a variety of electronic and non-electronic sources.	
C3	Powers of verbal and written expression and presentation.	All modules.
C4	Ability to work on own initiative, including learning about ways and methods for motivating oneself.	All modules.
C5	Group-work skills, including communicating, negotiating and working with people from diverse backgrounds; developing interpersonal skills in the giving and receiving of criticism.	All modules.
C6	Presentation skills, including skills in Preparation.	All modules.
C7	Ability to make judgments about the basis of different opinions, evidence, and claims.	All modules.
C8	Ability to plan, design, manage and complete an independent project; time management skills, including planning and organising your own work.	Dissertation.
C9	An on-going self-reflexive approach to interpreting, evaluating and assessing the characteristics, strengths and weakness of theories and empirical evidence.	All modules.

Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Ability to make judgments about the basis of different opinions, evidence, and claims within defined guidelines.	All modules.
D2	Good time management skills, including planning and organising your own work.	All modules.
D3	Ability to identify and investigate problems.	All modules.

Students who successfully complete courses to the value of 240 credits at levels 4 and 5 (Years 1 and 2) may exit the programme with the award of the DipHE in Politics and International Relations.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Key theories, insights and concepts, changing paradigms and debates that have informed politics, philosophy and economics in the classical, modern and contemporary periods. This includes classical debates about the nature of contemporary politics, the interaction of the modern state and markets, the evolution of the ethical underpinnings of a democratic and liberal society in an increasingly globalised world.	These outcomes will be assessed in 2nd year modules, Anthropology and Political Economy; International Political Economy; Topics in International Economics; Knowledge and Subjectivity; Aesthetics in addition to a further choice of Politics options.
A2	The diversity of theoretical approaches used within the three disciplines to understand: the dynamics of political systems and institutions; the conduct of political action; government and policy; political ideologies; culture; markets and their imperfections; promises and fallacies of marketisation; and ethics, norms, values and their political ramifications.	These outcomes will be achieved by being central to many of the modules offered here, including the five required second year modules.
A3	The nature of evidence and methods in politics, economics and political economy. This includes an understanding of how to formulate research problems; how to develop research projects; the value of comparative methods; how to apply research methods and strategies in practical contexts; the use of comparative methods; how to analyse quantitative appropriate software; cultural perspectives on economy and economics; and real world practical and ethical issues in political and social research.	Students will develop these learning outcomes in year 2 at a deeper level through taking a combination of core and optional modules covering politics, philosophy and economics, in which they will be exposed to different methodologies and approaches within these discipline areas.

Code	Learning outcome	Taught by the following module(s)
A4	A variety of specialist themes, concepts and topics in politics, philosophy and economics.	These will be addressed principally during the third-year optional modules.
A5	Theoretical and empirical links between politics, philosophy and economics; to recognise the economy as politically, culturally and intellectually constituted; to recognise modern politics as centrally concerned with economic issues, alongside normative questions of liberalism; to see how philosophical ideas permeate political economy, and later economics.	In each year of the programme, there is a compulsory module which aims to support this learning outcome. In year one, it is Issues in Political and Cultural Economy.; in year two, it is Anthropology and Political Economy. These modules refuse to take narrow definitions of the 'political' or the 'economic'. These then prepare students for the 3rd year, when they are encouraged to do dissertations which draw on multiple disciplinary perspectives.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The ability to think critically and make informed judgments about the theoretical and methodological approaches, concepts and debates you have learned about.	All modules.
B2	An ability to employ and make appropriate use of the language and concepts of politics, philosophy, economics, sociology and anthropology.	All modules, but specifically the compulsory modules in the first and second year.
B3	The ability to describe and evaluate alternative views of political action, institutions and policy-making processes based on a newly acquired command of concepts in political economy.	All modules, but specifically the compulsory modules in the first and second year.
B4	The ability to apply original, critical and informed approaches to an empirical, political or theoretical problem or issue.	All modules.
B5	Insight into complex and changing political ideas, norms, values, and ethics.	All modules.

Code	Learning outcome	Taught by the following module(s)
B6	Skills in the analysis and lucid evaluation of alternative views in the engagement with major thinkers, debates, concepts and intellectual paradigms within the three disciplines.	All modules, but specifically the compulsory modules in the first and second year.
B7	Skills in the analysis, evaluation, judgment and synthesis of complex texts, theories or empirical evidence (including simple economic modelling and quantitative data).	All modules but specifically the political economy and economics-oriented modules in the first and second year.
B8	Enhanced written and verbal communication skills in the formulation, structuring and presentation of coherent and persuasive arguments; the ability to bring together and synthesise theory and evidence in support of an argument; the ability to recognise the limitations of elementary or general arguments based on specific or local situations; the ability to recognise political/social complexity and depth.	All modules.
B9	The ability to make connections between theories and contemporary political-economic events; to see how theory and history contributes to an understanding of the present, and the crises of the early 21st century.	All modules.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Ability to express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of your written work; identifying the sources of your knowledge and attributing ideas accurately to these sources.	All modules.
C2	Reading, learning, research and study skills; including retrieval, selection and	All modules.

Code	Learning outcome	Taught by the following module(s)
	management of information from a variety of electronic and non-electronic sources.	
C3	Powers of verbal and written expression and presentation.	All modules.
C4	Ability to work on own initiative; including learning about ways and methods for motivating oneself.	All modules.
C5	Group-work skills, including communicating, negotiating and working with people from diverse backgrounds; developing interpersonal skills in the giving and receiving of criticism.	All modules.
C6	Presentation skills, including skills in preparation.	All modules.
C7	Ability to make judgments about the basis of different opinions, evidence, and claims.	All modules.
C8	Ability to plan, design, manage and complete an independent project; time management skills, including planning and organising your own work.	Dissertation.
C9	An on-going self-reflexive approach to interpreting, evaluating and assessing the characteristics, strengths and weakness of theories and empirical evidence.	All modules.

Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Ability to make judgments about the basis of different opinions, evidence, and claims within defined guidelines.	All modules.
D2	Good time management skills, including planning and organising your own work.	All modules.
D3	Ability to identify and investigate problems.	All modules.

The following outcomes describe what a typical student, engaging fully in the programme modules and activities, should come to know through these modules after three years of study, having completed courses to the value of 360 credits (Level 6).

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Key theories, insights and concepts, changing paradigms and debates that have informed politics, philosophy and economics in the classical, modern and contemporary periods. This includes classical debates about the nature of contemporary politics, the interaction of the modern state and markets, the evolution of the ethical underpinnings of a democratic and liberal society in an increasingly globalised world.	These outcomes will be achieved by being central to many of the modules offered here, including the five compulsory modules during the first year and the five required second year modules. Finally, they will be addressed in the third-year options.
A2	The diversity of theoretical approaches used within the three disciplines to understand: the dynamics of political systems and institutions; the conduct of political action; government and policy; political ideologies; culture; markets and their imperfections; promises and fallacies of marketisation; and ethics, norms, values and their political ramifications.	These outcomes will be achieved by being central to many of the modules offered here, including the five compulsory modules during the first year and the five required second year modules. Finally, they will be addressed in the third-year options.
A3	The nature of evidence and methods in politics, economics and political economy. This includes an understanding of how to formulate research problems; how to develop research projects; the value of comparative methods; how to apply research methods and strategies in practical contexts; the use of comparative methods; how to analyse quantitative appropriate software; cultural perspectives on economy and economics; and real world practical and ethical issues in political and social research.	Students will develop these learning outcomes at a deeper level during Y3 through taking a combination of core and optional modules covering politics, philosophy and economics, in which they will be exposed to different methodologies and approaches within these discipline areas.
A4	A variety of specialist themes, concepts and topics in politics, philosophy and economics.	These will be addressed principally during the third-year optional modules.

Code	Learning outcome	Taught by the following module(s)
A5	Theoretical and empirical links between politics, philosophy and economics; to recognise the economy as politically, culturally and intellectually constituted; to recognise modern politics as centrally concerned with economic issues, alongside normative questions of liberalism; to see how philosophical ideas permeate political economy, and later economics.	In years one and two, there is a compulsory module which aims to support this learning outcome. In year one, it is Issues in Political and Cultural Economy; in year two, it is Anthropology and Political Economy. These modules refuse to take narrow definitions of the 'political' or the 'economic'. These then prepare students for the 3rd year, when they are encouraged to do dissertations which draw on multiple disciplinary perspectives.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The ability to think critically and make informed judgments about the theoretical and methodological approaches, concepts and debates you have learned about.	All modules.
B2	An ability to employ and make appropriate use of the language and concepts of politics, philosophy, economics, sociology and anthropology.	All modules.
B3	The ability to describe and evaluate alternative views of political action, institutions and policy-making processes based on a newly acquired command of concepts in political economy.	All modules.
B4	The ability to apply original, critical and informed approaches to an empirical, political or theoretical problem or issue.	All modules.
B5	Insight into complex and changing political ideas, norms, values, and ethics.	All modules.
B6	Skills in the analysis and lucid evaluation of alternative views in the engagement with major thinkers, debates, concepts and intellectual paradigms within the three disciplines.	All modules.

Code	Learning outcome	Taught by the following module(s)
B7	Skills in the analysis, evaluation, judgment and synthesis of complex texts, theories or empirical evidence (including simple economic modelling and quantitative data).	All modules.
B8	Enhanced written and verbal communication skills in the formulation, structuring and presentation of coherent and persuasive arguments; the ability to bring together and synthesise theory and evidence in support of an argument; the ability to recognise the limitations of elementary or general arguments based on specific or local situations; the ability to recognise political/social complexity and depth.	All modules.
B9	The ability to make connections between theories and contemporary political-economic events; to see how theory and history contributes to an understanding of the present, and the crises of the early 21st century.	All modules.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Ability to express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of your written work; identifying the sources of your knowledge and attributing ideas accurately to these sources.	All modules.
C2	Reading, learning, research and study skills; including retrieval, selection and management of information from a variety of electronic and non-electronic sources.	All modules but particularly the dissertation in Y3.
C3	Powers of verbal and written expression and presentation.	All modules.

Code	Learning outcome	Taught by the following module(s)
C4	Ability to work on own initiative, including learning about ways and methods for motivating oneself.	All modules.
C5	Group-work skills, including communicating, negotiating and working with people from diverse backgrounds; developing interpersonal skills in the giving and receiving of criticism.	All modules.
C6	Presentation skills, including skills in preparation.	All modules.
C7	Ability to make judgments about the basis of different opinions, evidence, and claims.	All modules.
C8	Ability to plan, design, manage and complete an independent project; time management skills, including planning and organising your own work.	Dissertation.
C9	An on-going self-reflexive approach to interpreting, evaluating and assessing the characteristics, strengths and weakness of theories and empirical evidence.	All modules.

Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Ability to make judgments about the basis of different opinions, evidence, and claims within defined guidelines.	All modules.
D2	Good time management skills, including planning and organising your own work.	All modules.
D3	Ability to identify and investigate problems.	All modules.

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<ul style="list-style-type: none"> • Comprehensive and precise knowledge, and confident understanding of key concepts and theories; drawing effectively upon secondary and primary literature. • Extensive use of relevant secondary and primary sources; exposition of arguments and debates in a very well structured, analytically precise, accurate and nuanced way; demonstrating strong individual judgement and ability to reason independently of set texts. • Clear and consistent writing style and presentation; effective and appropriate use of IT.
70-79%	1st: First (Excellent)	<ul style="list-style-type: none"> • Broad and accurate knowledge and understanding of key concepts and theories; drawing effectively upon secondary and some primary literature. • Full use of relevant secondary sources; exposition of arguments and debates in a structured, analytically precise and accurate way; demonstrating some individual judgement. • Clear and consistent writing style and presentation; effective and appropriate use of IT.
60-69%	2.1: Upper Second (Very good)	<ul style="list-style-type: none"> • General and accurate knowledge and understanding of key concepts and theories; drawing effectively upon secondary literature. • Modest use of relevant secondary sources; overall exposition of arguments and debates in a structured, analytical manner. • Clear and consistent writing style and presentation; appropriate use of IT.
50-59%	2.2: Lower Second (Good)	<ul style="list-style-type: none"> • General knowledge and understanding of key concepts and theories; drawing upon secondary literature. • Effort to use relevant secondary sources; some exposition of arguments and debates in a structured, analytical manner. • Generally clear and consistent writing style and presentation; appropriate use of IT.

40-49%	3rd: Third (Pass)	<ul style="list-style-type: none"> • Some knowledge and understanding of key concepts and theories; modest effort to draw upon secondary literature. • Some effort to use relevant secondary sources; ineffective exposition of arguments and debates in a structured, analytical manner. • Some clarity and consistency in writing style and presentation; some or little appropriate use of IT.
25-39%	Fail	<ul style="list-style-type: none"> • Minimal knowledge and understanding of key concepts and theories; no effort to draw upon secondary literature. • No, or ineffective, effort to use relevant secondary sources; no, or ineffective, exposition of arguments and debates in a structured, analytical manner. • Minimal or no clarity and consistency in writing style and presentation; little or no appropriate use of IT.
10-24%	Bad fail	<ul style="list-style-type: none"> • Poor knowledge and understanding of key concepts and theories; no effort to draw upon secondary literature. • Poor or no effort to use relevant secondary sources; poor or no exposition of arguments and debates in a structured, analytical manner. • Little or no clarity and consistency in writing style and presentation; little or no appropriate use of IT.
1-9%	Very bad fail	<ul style="list-style-type: none"> • No knowledge and understanding of key concepts and theories; no effort to draw upon secondary literature. • No effort to use relevant secondary sources; no exposition of arguments and debates in a structured, analytical manner. • No clarity or consistency in writing style and presentation; no appropriate use of IT <p>0% Non-submission or plagiarised assessment.</p>
0%	Non submission or plagiarised	<ul style="list-style-type: none"> • A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

Mode of study

Full time, on-campus.

Programme structure

BA PPE is only available for full-time study over three years, in which you take modules to the value of 120 credits in each year.

Year 1: compulsory modules in politics, philosophy, introduction to economics and study skills. There are no optional modules in Year 1.

Year 2: Compulsory module (worth 15 credits) in philosophy; compulsory modules (worth 30 credits) in political economy; up to 60 credits selected from 2nd year options provided by the Department of Politics and International Relations

Year 3: Compulsory module (worth 30 credits) in Global Cultural Politics; a compulsory dissertation (worth 30 credits)

To progress between levels, a student must

- Pass 120 credits at Level 4 in order to proceed to Level 5 of your degree programme.
- Pass 90 credits at Level 5 in order to proceed to Level 6 of your degree programme.
- Complete 360 credits to gain a classified honours degree.

Students who successfully complete modules to the value of 120 credits at level 4 (Year 1) may exit the programme with the award of the CertHE in Politics and International Relations

Students who successfully complete courses to the value of 240 credits at levels 4 and 5 (Years 1 and 2) may exit the programme with the award of the DipHE in Politics and International Relations.

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Foundations of Economics 1: Theories	IM51017B	15	4	Compulsory	1
Foundations of Economics 2: Business Applications	IM51020A	15	4	Compulsory	2
Introduction to Philosophy 1: Problems of Ethics	SO51015B	15	4	Compulsory (non-compensatable)	1

Module Name	Module Code	Credits	Level	Module Type	Term
Introduction to Political Philosophy	PO51016A	15	4	Compulsory (non-compensatable)	2
UK and European Comparative Governance and Politics	PO51009D	30	4	Compulsory (non-compensatable)	1 and 2
Academic Skills for the Social Sciences	AN51021C	15	4	Compulsory (non-compensatable)	1
Issues in Political and Cultural Economy	PO51017E	15	4	Compulsory (non-compensatable)	2

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Knowledge and Subjectivity	SO52109B	15	5	Compulsory (non-compensatable)	1
Political Economy 1: Key concepts	PO52007X	15	5	Compulsory (non-compensatable)	1
Political Economy 2: Policy problems	PO52007X	15	5	Compulsory (non-compensatable)	2
Goldsmiths Elective		15	5		1
Modules to the value of 60 CATS from a list published annually by the Department of Politics and International Relations		15	5	Optional	1 & 2

Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
Dissertation	PO53014B	30	6	Compulsory	1-3
Global Cultural Politics	MC53071A	30	6	Compulsory	1-2
Modules to the value of 60 CATS from a list published annually by the Department of International		60	6	Optional	

Module Name	Module Code	Credits	Level	Module Type	Term
Relations					

Academic support

Additional academic support is carried out through the department's personal and senior tutoring system. In summary, personal tutoring in the department aims to enable students to achieve successful learning outcomes by supporting their academic progression and helping them navigate their individual learning journey from induction to graduation. All students are assigned a personal tutor during their period of study at Goldsmiths. Personal tutors will be expected to meet students at least once a term to discuss academic progression. They will be able to advise them on academic progression and on other matters, including personal development, employability and career planning.

Personal tutors are supported in their roles by a system of Senior Tutors. Amongst other things, Senior Tutors are responsible for considering and implementing any student and staff Personal Tutor change requests.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support

arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads 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 [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Placement opportunities

The Department offers an optional, final-year work placement module (15 credits). Students are offered dedicated support by the module convenor and Goldsmiths Careers Service in Autumn term to secure a work experience placement in weeks 2-9 of Spring term for up to 16 days (2 days per week). Sessions are offered on employment and job search training, including CV and covering letter workshops.

Students are placed with appropriate host organisations and offered support throughout their placement. Placement providers will include a range of organisations in the NGO sector such as charities, think-tanks and pressure groups, bodies connected with international organisations, appropriate businesses, and political parties. Recent placement providers have included: Members of Parliament; media such as We Are the News; charities such as Lawyers Against Poverty, the 999 Club and JAN Trust; NGOs and think tanks such as Amnesty International and Compass; and businesses such as ING Bank and ESG Mark Investment Analytics.

The work placement offers students the chance to apply previously-gained, theory-derived knowledge to a practical project within the host organisation. In doing so they critically evaluate and apply their experiences acquired to inform and enhance their own knowledge, offer alternative approaches and propose novel solutions to specific academic issues. They are able to evaluate their own skills, values and personal traits and create a strategy for development of further skills and career preparation.

Employability and potential career opportunities

Students will be well equipped to enter into a wide array of possible career tracks, including, but not limited to, government and civil service, media, the creative industries, the nongovernmental and charity sector, and the private sector. In addition, drawing on past experience in the social science departments at Goldsmiths, a significant number of graduates go onto pursue postgraduate study in sociology, anthropology, politics and international relations, law, education, media and communication studies and related fields. PPE is deliberately designed in such a way as to provide students with an

economics pathway (via the 2nd year Mathematics for Economics and Business, then 3rd year Applied Quantitative Economics and Quantitative Economics) which qualifies them to do postgraduate work in economics, or pursue specialist careers in which quantitative skills and methods are used.

Throughout the undergraduate and postgraduate programmes we aim to instil a variety of skills that are useful in many employment areas: critical analysis; research; a broad commercial and cultural awareness of the media and creative industries; teamwork; development of creative work in writing, audiovisual or other electronic media; a flexible, creative and independent approach to tasks; the ability to work to a brief and meet deadlines. We want all our students to become critical and self-reflective thinkers, with a set of skills and personal values that will be of benefit in the future, whether in employment or whether undertaking further studies. We involve students in the process of developing their life-long learning skills via appropriate teaching, assessment, pastoral care and the use of embedded careers and employment workshops via the SYNAPSE programme in the Institute for Creative and Cultural Entrepreneurship (ICCE). SYNAPSE workshops are designed to enhance students' skills and knowledge of potential areas of employment or self-employment within their specific sector. The workshops are designed to provide students with tools and methods of exploration that are not only useful to their studies, but that also help them to identify and develop their career plans, whether they intend to work for others in paid employment or for themselves. We offer specially tailored SYNAPSE careers workshops throughout the degree programme as well as a number of initiatives to support students in developing both personally and professionally and to help them acquire and recognise their transferable skills.

The first of these initiatives is the Gold Award scheme that has been introduced in all departments to provide the opportunity for students to take active control of their development and to plan for their future. The Gold Award opportunities aim to support students in becoming three-dimensional, well-rounded individuals through self-directed engagement in three areas: personal, academic and career development. The Gold Award is an initiative for undergraduates that rewards and recognises those who take active steps in developing themselves personally and professionally through participating in activities above-and-beyond their academic studies. These activities can include anything from volunteer work to putting on an exhibition, from working in the Students' Union to running a team, from mentoring your peers to running a society. Students have to achieve five points in order to receive the award. One of these points has to be by completing a series of personal development exercises and a Personal Development Record (PDR). The other four points must be obtained through extracurricular activities. The award is also supported by a full programme of workshops and events. The Gold Award can help students to understand: the skills / competencies they have and how to develop these further and apply them in their personal and professional lives.

Goldsmiths Graduate Attributes: Following discussions around the unique character of Goldsmiths and by engaging students in Personal Development Planning, we have formulated the attributes that we believe are characteristic of the Goldsmiths 3D Graduate. Our values, our ways of thinking, the range and mix of disciplines, with a focus on 'creativity' in its broadest sense, coupled with our approaches to learning, teaching and assessment allow students to develop beyond the narrow confines of 'academic' capability.

Programme-specific requirements

Not applicable.

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>.

Specific programme costs

Not applicable.