

## **BA (Hons) Media and English**

### **Programme Specification**

**Awarding Institution:**

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

**Teaching Institution:** Goldsmiths, University of London

**Name of Final Award and Programme Title:** BA (Hons) Media and English

**Name of Interim Exit Award(s):** Not applicable

**Duration of Programme:** 3 years full-time

**UCAS Code(s):** PQ33

**HECoS Code(s):**

(100444) Media and Communication Studies 50%

(100320) English Studies 50%

**QAA Benchmark Group:** Communication, Media, Film and Cultural Studies; English

**FHEQ Level of Award:** Level 6

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** September 2017

**Home Department:** Media, Communications and Cultural Studies

**Department(s) which will also be involved in teaching part of the programme:**

English and Creative Writing

## **Programme overview**

This degree programme allows you to explore critical perspectives in literature and media alongside each other while developing your skills in creative writing (script and short story) and editing.

Why study BA Media & English at Goldsmiths?

The degree will stimulate and develop your critical faculties and at the same time help you improve as a creative writer (film, tv, radio, print and new media).

You'll be taught by leading scholars and researchers in Media and Communications studies and English and Creative Writing.

You'll take creative writing modules (one per year) that are taught by working screenwriters, fiction writers, radio dramatists and editors.

You'll have the opportunity to follow thematic and research interests that bear on your own original writing. You'll develop script and prose editorial skills, and will produce a portfolio of creative writing project work.

Both departments regularly host talks, debates and readings in which major international researchers, writers and critics present and talk about their work; they have included Danny Boyle, Gurinder Chadha, Noel Clark, Doris Lessing, Seamus Heaney, Alan Bennett, Will Self and Germaine Greer.

We're a top ten university for media and communications (2014 Complete University Guide league table).

## **Programme entry requirements**

A-level: BBB

BTEC: DDM

IB: 33 points

Access: Pass with 45 Level 3 credits including 30 Distinctions and a number of merits/passes in subject-specific modules. Grade B in A-level English Literature (or Language and Literature) required; A-level General Studies is not accepted.

## **Aims of the programme**

By bringing together media practice, communications theory and modern literature, this programme explores a broad spectrum of critical perspectives on the Media and in English studies. It offers a solid basis of practical experience in written media production, and an understanding of how the media function, drawing on a wide range of theoretical disciplines. We aim to provide an experience in which theory and practice elements can influence and enrich each other in the production of original work. The programme aspires to:

- promote independent critical and evaluative skills, and intellectual curiosity
- help students express themselves creatively and self-critically in theoretical and practice work
- enable students to understand, from a variety of disciplinary positions, how the media work
- develop an understanding of the diverse and sometimes conflicting ways in which literary texts have been interpreted and are being reinterpreted
- promote students' analytical, creative and imaginative engagement with the complexities of literary and non-literary discourses

- stimulate students' appreciation of genre and literary forms and conventions
- encourage students' self-development into professionally organised and interactive individuals by practising skills of selection, assimilation and communication in both written and oral domains
- facilitate a learning environment which promotes continuing critical engagement with the media worlds of contemporary society

## What you will be expected to achieve

The programme's subject-specific learning outcomes are devised by academic staff who are at the forefront of their field of study. However, you should also develop a wide range of transferable qualities and skills necessary for employment in a variety of contexts. The Quality Assurance Agency describes these qualities and skills as effective communications skills, 'the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations, and the independent learning ability required for continuing professional development'.

Students who successfully complete the BA (Hons) Media and English will demonstrate:

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A critical understanding of theories of society, culture and communication, drawing from different disciplinary traditions	Key Concepts and Debates in Media; level-6 (3rd-year) M&C options.
A2	An appreciation of the distinctiveness of specific media genres, with the requisite skills of textual reading	Film and the Audiovisual; level-6 (3rd-year) M&C options.
A3	An appreciation of the subjective dimensions of social identities in a mediated culture	Communications, Psychology and Experience; level-6 (3rd-year) M&C options.
A4	An understanding of differing conceptual approaches to the study of verbal and visual cultures	Film and the Audiovisual; Explorations in Literature; level-6 (3rd-year) M&C options; level-5 and level-6 (2nd and 3rd-year) ECL options.
A5	A knowledge of methods, concepts and appropriate terminologies in literary study	Covered explicitly by Approaches to Text and developed across all level-5 and level-6 (2nd and 3rd-year) ECL modules

Code	Learning outcome	Taught by the following module(s)
A6	An understanding of structural, rhetorical and linguistic strategies in literature	All ECL modules
A7	A knowledge of the part that literature and language play in cultural change or stasis	All ECL modules
A8	A critical appreciation of current theoretical debate about media consumption and subjectivity	M&C options
A9	A competent level of conceptual and technical knowledge in the planning, structuring and production of written media creative writing work as offered on the programme	Creative Writing (Script and Short Story), each level cumulatively
A10	Knowledge of the key conventions and aesthetic and critical issues relevant to media production in the area of creative writing (script and short story) that will both enable you to be constructively critical of media products and inform your own practice	Creative Writing (Script and Short Story), each level cumulatively
A11	Knowledge and understanding of a range of writings from diverse regional, cultural and social backgrounds	All ECL modules
A12	Knowledge and understanding of the importance of historical and cultural contexts of texts	All ECL modules
A13	Knowledge and understanding of genres and their conventions and diversity	All ECL modules
A14	Knowledge and understanding of traditional and/or contemporary debates in English studies	All ECL modules

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The ability to evolve fresh perceptions and evaluations of literary language, media concepts and creative writing and development issues	This skill is cultivated across the first year curriculum through exposure to compulsory lectures, seminars and writing sessions, and through assessed work as assigned. Later exposure (levels 5 and 6/2nd and 3rd

Code	Learning outcome	Taught by the following module(s)
		years) is through individual option choices
B2	The ability to self-manage learning to assimilate further and experiment with such perceptions and analyses	This skill is cultivated across the level-5 and level-6 (2nd and 3rd-year) ECL curriculum and the level-6 (3rd-year) M&C curriculum and the year through exposure to option modules selected by individual students according to their interests; these also take the form of lectures, seminars and writing sessions, with assessed work as assigned
B3	The ability to conduct detailed textual analysis at an advanced level	All modules
B4	The ability to analyse diverse characteristics and powers of creative language	All modules
B5	The ability to assimilate and lucidly evaluate alternative views	All modules
B6	The ability to formulate coherent and persuasive interpretations and arguments	All modules
B7	The ability to respond with insight to complex or unfamiliar modes of expression and/or narrative	All modules

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	A critical understanding of your own identity within a broader cultural and institutional framework	Compulsory level-4 (1st-year) M&C theory and level-4 (1st-year) ECL modules. Optional modules chosen at levels 5 and 6 (2nd and 3rd year). Emphasis varies according to module
C2	Appropriate methodological skills in your research of issues and debates from a range of sources	Compulsory level-4 (1st-year) M&C theory and level-4 (1st-year) ECL modules. Optional modules chosen at levels 5 and 6 (2nd and 3rd year). Emphasis varies according to module
C3	Skills in the analysis and lucid evaluation of alternative views in your engagement	Compulsory level-4 (1st-year) M&C theory and level-4 (1st-year) ECL

Code	Learning outcome	Taught by the following module(s)
	with major thinkers, debates and intellectual paradigms within the field	modules. Optional modules chosen at levels 5 and 6 (2nd and 3rd year). Emphasis varies according to module
C4	An enhanced level of textual analysis	Compulsory level-4 (1s-year) M&C theory and level-4 (1st-year) ECL modules. Optional modules chosen at levels 5 and 6 (2nd and 3rd year). Emphasis varies according to module
C5	Effective written communication skills in the formulation, structuring and presentation of coherent and persuasive arguments	Compulsory level-4 (1st-year) M&C theory and level-4 (1st-year) ECL modules. Optional modules chosen at levels 5 and 6 (2nd and 3rd year). Emphasis varies according to module
C6	A competent level of conceptual and technical skills in the initiation, research, development and realization of distinctive media projects that seek to be original and to maximise the potential of a medium to engage an audience	Creative Writing (Script and Short Story), each level cumulatively
C7	An enhanced level of skills in the effective creative manipulation of the written word	All modules, compulsory and optional, theoretical and practical
C8	Problem solving and editorial skills in often complex and sometimes challenging production contexts	All modules, compulsory and optional, theoretical and practical
C9	An on-going self-reflexive approach to the constructive evaluation of your academic and practical work	All modules, compulsory and optional, theoretical and practical
C10	Further developed interpersonal skills in the giving and receiving of criticism	All modules, compulsory and optional, theoretical and practical
C11	An ability to work productively with others in critical thinking and in the creative process	All modules, compulsory and optional, theoretical and practical
C12	The confidence, knowledge and skills to work independently, flexibly, responsibly and to deadline in the preparation, management & production of media materials and the research and writing of academic work	All modules, compulsory and optional, theoretical and practical
C13	Production of your own written work to adequate professional standards in	All ECL modules

Code	Learning outcome	Taught by the following module(s)
	organisation, relevance, expression, referencing and bibliography	
C14	Ability to research literary topics using data resources and collecting and sifting primary and secondary evidence	All ECL modules
C15	Understanding and application of terminology appropriate to English studies	All ECL modules
C16	Design and execution of an independent literary project	Dissertation (EN53310A), if selected as an option

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Enhanced communication and discussion skills, in written and oral contexts	All modules
D2	Ability to access verbal data using hard copy/electronic resources	Staff give module-specific help
D3	Ability to handle ideas in rational, critical and evaluative ways	Staff and peer example, enhanced through feedback on work
D4	Open-mindedness and capacity for independent judgement	Staff and peer example, enhanced through feedback on work.
D5	Management of your own learning, including working effectively to deadlines	Fostered across the timetabling, with demands eased through staff liaison about module deadlines
D6	Ability to apply skills of close analysis to a variety of texts and contexts	All modules
D7	Power to organise information, and to assimilate and evaluate competing arguments	All theoretical/literary modules
D8	Ability to make positive contributions to groups, and perception of group dynamics	Seminar requirements and creative-writing module structure
D9	Ability to deconstruct and develop creative work in order to improve it	Creation of a creative-writing portfolio which tutors and peers help to improve

## **How you will learn**

Learning and teaching methods and strategies to support knowledge and understanding:

The acquisition of outcomes A1-8 and A11-14 is through weekly lectures and seminars so that core knowledge gained through reading and lectures may be reinforced through seminar discussion and debate. Guidance is given on appropriate preparatory and follow up reading and all staff are available to provide tutorial support on a weekly basis. All modules require the research and writing of coursework so that understanding can be progressed and feedback given prior to the completion of seen or unseen examinations, examined essays or portfolios of work. The acquisition of outcomes A9-10 is through small-group practice-based lectures and workshops and reinforced through the preparation and production of media projects. There is extensive contact with academic and support staff and feedback is provided throughout the practice learning process.

Learning and teaching methods and strategies to support skills and attributes:

The acquisition of skills and attributes C1-5 and 7-15 are achieved by your full participation in the structured learning activities and the completion of module and examined work that will involve considerable further independent study. Students will receive feedback from tutors throughout the programme in seminars and written feedback will be given on submitted coursework. The acquisition of C6 is achieved through participation in practice lectures, seminars and workshops and the completion of a series of media projects or portfolios. Tutorial support is constantly available to students in order to advise them on progress in skill acquisition in both theoretical and practice-based studies.

## **How you will be assessed**

Assessment methods to test knowledge and understanding:

Assessment of outcomes A1-8 and A11-14 is by a mixture of unseen and seen examinations and examined essays at level 4 and level 5 (1st and 2nd years). At level 6 (3rd year), knowledge and understanding is tested by examined essays and, where appropriate, a dissertation. The assessment of outcomes A9-10 is by the completion within each practice module of media projects or portfolios.

Assessment methods to test skills and attributes:

Outcomes C1-5 are primarily tested through written module and examined work and C7-15 through tutorial supervision and marking of media projects/portfolios. Progress towards the achievement of skill outcome C6 will be demonstrated in both written theoretical and



practice submissions. The development of effective interpersonal and other oral communications skills are encouraged by staff in both practice and theory seminars and feedback is given in oral and written form (D8).

The programme is only available for full-time study over three years, in which students take modules to the value of 360 credits, 120 credits in each year.

Students' written work will be assessed with regard to (a) both departments' general assessment criteria, (b) the particular assessment criteria identified for a given module, and (c) the requirements of the specific essay or assignment or examination answer undertaken.

The marking criteria for essays in general represent a student's success in demonstrating achievement of the learning outcomes outlined for each module.

## Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>Examination, essays and portfolios</p> <p>A mark in this range represents the overall achievement of the module and programme learning outcomes to an exceptionally accomplished level. Written work in this range shows exceptional grasp of all the issues raised by the question, but also a truly original, creative approach to the question challenging current scholarship. It demonstrates full independence of thought, exceptional powers of analysis and synthesis and exceptional insight into primary texts and critical contexts. It is communicated with literary brilliance in a superbly structured essay to an exceptional professional standard of execution displaying evidence of an exceptional application of knowledge, understanding and skills detailed in module and programme outcomes.</p> <p>Creative project</p> <p>Work that achieves exceptionally accomplished application of appropriate knowledge, understandings and skills specified in the module learning outcomes. It will consist of an exceptionally original, ambitious project portfolio, which has achieved its goals an exceptionally high level of technical competence in relation to the experience of the student. It will be informed both by the strength of its original idea(s) and an appropriate and distinctive structure. It will have been well researched/planned and exhibit an</p>

Mark	Descriptor	Specific Marking Criteria
		exceptionally high critical awareness of the medium and of issues such as audience and representation.
70-79%	1st: First (Excellent)	<p>Examination, essay and portfolio</p> <p>A mark in this range represents the overall achievement of the module and programme learning outcomes to an excellent level. Written work in this range is characterised by mature and full grasp of issues raised by the question, communicated fluently within a structured essay demonstrating analytical rigour and an element of independent thought and reaching cogent conclusions; supported by detailed insight into primary texts and (where appropriate) into context and/or secondary criticism; an excellent professional standard of execution displaying evidence of an excellent application of knowledge, understanding and skills detailed in module and programme outcomes.</p> <p>Creative project</p> <p>Work that demonstrates the very effective application of appropriate knowledge, understandings and skills specified in the module learning outcomes. It will consist of an original and ambitious project/portfolio, which has achieved its goals with a good to high level of technical competence in relation to the experience of the student. It will be informed both by the strength of its original idea(s) and an appropriate and distinctive structure. It will have been well researched/planned and exhibit a highly developed critical awareness of the medium and of issues such as audience and representation.</p>
60-69%	2.1: Upper Second (Very good)	<p>Examination, essay and portfolio</p> <p>A mark in this range represents the overall achievement of the module and programme learning outcomes to a very good level. Written work in this range is characterised by lucid and analytical discussion showing clear understanding of some of the issues raised by the question, and making aptly selective use of module text(s) and concerns in a firmly structured way to reach well substantiated conclusions in relation to module outcomes. Work is well articulated and presented to a very good standard of professionalism.</p> <p>Creative Project</p>

Mark	Descriptor	Specific Marking Criteria
		<p>Work that overall achieves a high standard. It will demonstrate overall the effective application of appropriate knowledge, understandings and skills specified in the module learning outcomes. The work will have achieved the majority of its goals and will demonstrate a significant degree of originality and ambition with a good level of technical competence in relation to the experience of the student. It will be based on an original idea and will be well-structured. It will show significant evidence of research/planning and demonstrate a critical awareness of the medium and of issues such as audience and representation.</p>
50-59%	2.2: Lower Second (Good)	<p>Examination, essay and portfolio            A mark in this range represents the overall achievement of the appropriate learning outcomes to a good level. Written work in this range is characterised by recognition of significant implications in the question, and an ability to ground discussion and conclusions in a good range of primary and (where appropriate) secondary reading; there is evidence of some facility in professional modes of structure, expression and presentation.</p> <p>Creative Project            Work of an overall satisfactory standard. It will demonstrate an overall satisfactory application of knowledge, understandings and skills specified in the module learning outcomes. It will show degrees of originality and ambition and the achievement of its primary goal(s). Technically it will be competent in quality with a recognisable and successful overall structure. It will be based on a degree of research/planning and exhibit some critical awareness of the medium and of issues such as audience and representation.</p>
40-49%	3rd: Third (Pass)	<p>Examination, essay and portfolio            A mark in this range represents the overall achievement of the appropriate learning outcomes to a satisfactory level. Written work in this range will usually represent a limited attempt to answer the question, demonstrating a basic familiarity with module text(s) and/or issues, and adequate competence in organisation and expression.</p> <p>Creative Project            Work of an overall satisfactory standard although little originality and/or ambition is demonstrated. Technically it will</p>

Mark	Descriptor	Specific Marking Criteria
		be competent in quality with a reasonably successful overall structure and the achievement of its primary goals. It will be based on a degree of research/planning and exhibit some critical awareness of the medium and issues such as audience and representation.
25-39%	Fail	<p>Examination, essay and portfolio</p> <p>A mark in this range represents the overall failure to achieve the appropriate learning outcomes. An essay may fail on grounds of inadequate relevance to the question; insufficient detail and analysis; lack of evidence of your having studied the work set for the module; incoherent expression and argument.</p> <p>Creative Project</p> <p>A mark in this range represents work which does not achieve a satisfactory standard. There is a lack of originality and/or ambition. Technically it shows a poor level of competence, with inadequate structure and insufficient achievement of its primary goals. Insufficient attention has been paid to research/planning and there's insufficient critical awareness of the medium and issues arising.</p>
10-24%	Bad fail	<p>Examination, essay and portfolio</p> <p>A mark in this range represents a significant overall failure to achieve the appropriate learning outcomes. Written work shows no evidence of an attempt to address the question. It shall not be deemed a valid attempt and not necessarily required to be re-sat.</p> <p>Creative Project</p> <p>A mark in this range represents a significant overall failure of the work to achieve the appropriate standard. It shows no evidence of attention to technical competence, structure or achieving primary goals. It is deemed a valid attempt and not necessarily required to be re-sat.</p>
1-9%	Very bad fail	<p>Examination, essay and portfolio</p> <p>A submission that does not even attempt to address the appropriate learning outcomes. Work shall be deemed a non-valid attempt and the module must be re- sat.</p> <p>Creative Project</p> <p>A submission that does not even attempt technical competence or achievement of primary goals. Work shall be deemed a non-valid attempt and the module must be re-sat.</p>

Mark	Descriptor	Specific Marking Criteria
0%	Non submission or plagiarised	Examination, essay and portfolio, and Creative Project This is a categorical mark for work representing either the failure to submit an assessment, or a mark assigned for a plagiarised assessment.

## How the programme is structured

You take the equivalent of 360 credits, 120 at each level. 90 credits per year are theoretical and 30 per year are in Creative Writing (Script and Short Story). Each of these creative-writing modules must be passed in order to progress to the next level and (in the case of the final module) for you to be awarded the degree.

### Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Approaches to Text	EN51001A	30	4	Compulsory	1-2
Creative Writing (Script and Short Story) Introductory Module	MC51058A	30	4	Compulsory	1-2
Film and the Audio-Visual	MC51018A	15	4	Compulsory	1
Key Debates in Media Studies	MC51006C	15	4	Compulsory	2
Explorations in Literature	EN51001A	30	4	Compulsory	1-2

### Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Modules selected from a list available annually from the Department of Media, Communications and Cultural Studies	Various	2x15	5	Option	1-2
Creative Writing (Script and Short Story) Intermediate	MC52058A	30	5	Compulsory	2
Module selected from a list available annually from the Department of English & Creative Writing	Various	30	5	Option 1	1-2
Module selected from a list	Various	30	5	Option 2	1-2

Module Title	Module Code	Credits	Level	Module Status	Term
available annually from the Department of English & Creative Writing					

## Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Creative Writing (Script and Short Story) Final Project	MC53058A	30	6	Compulsory	2
Modules to the value of 30 credits from an approved list available annually from the Department of Media, Communications & Cultural Studies	Various	30	6	Optional	1-2
Modules to the value of 30 credits from an approved list available annually from the Department of English & Creative Writing	Various	30	6	Optional	1-2
EITHER Dissertation (EN53310C) OR modules to the value of 30 credits from an approved list available annually from the Department of English & Creative Writing		30	6	Optional	1-3

## Academic support

Support for learning and wellbeing is provided in a 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.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn 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 provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

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 [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 for students throughout the year.

## **Links with employers, placement opportunities and career prospects**

Students have moved on into a wide range of work scenarios both inside and outside the Arts.

### **Skills**

Some of the skills you'll develop during the BA Media & English degree include:

- Critical and analytical thinking
- Communication skills
- Creative writing skills
- Audience understanding
- Proficiency in assessing evidence
- Clear expression of ideas
- Problem solving
- The ability to think creatively

### **Careers**

Suitable professions for graduates of this programme include:

- New media writing and production
- Book and magazine writing and publishing
- Film, tv, video, other screen-based writing
- Script development and prose fiction editing
- Radio drama
- Content creation across fiction media PR
- Teaching Advertising Civil service
- Business and industry
- European Union private sector management and personnel work

## **The requirements of a Goldsmiths degree**

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. If a programme



has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

Year 1 = Level 4  
Year 2 = Level 5  
Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

## Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree
- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the achievement of a programme’s learning outcomes. These are designated as “Non-compensatable” for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

## Progression

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students must normally pass new modules to a minimum value of 45 credits before proceeding to the next year.

In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

## Award of the degree

In order to graduate with a classified degree, students must successfully complete modules to the minimum value of 360 credits, as set out within the section “The requirements of a Goldsmiths degree” above. A failed module with a mark of 35-39% may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above and the module has not been defined as “Non-compensatable”. No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

## Classification

Final degree classification will usually be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively.

Degrees are awarded with the following classifications:

- 1st: First Class – 70%+
- 2.1: Upper Second – 60-69%
- 2.2: Lower Second – 50-59%
- 3rd: Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree.

More detail on the [calculation of the final classification](#) is on our website.

## Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

## Programme-specific rules and facts

### General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at [gold.ac.uk/programme-costs](http://gold.ac.uk/programme-costs).

## **Specific programme costs**

In addition to these standard costs, you will also be expected to meet some costs which are specifically related to your programme, which are set out below:

You can choose to do a work placement module as one of your option modules and may have to cover your travel costs to the placement. The minimum commitment for placements is 10 working days.

## **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 are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains 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 these procedures are published on the [Quality Office web pages](#).