

BA (Hons) Politics

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) Politics

Name of Interim Exit Award(s):

Certificate of Higher Education in Politics

Diploma of Higher Education in Politics

Duration of Programme: 3 years full-time

UCAS Code(s): L200

HECoS Code(s): (100491) Politics

QAA Benchmark Group: Politics

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: December 2020

Home Department: Politics and International Relations

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

Not applicable

Programme overview

As stated in the latest QAA benchmarking document for the discipline of Politics and International Relations: 'Politics is concerned with developing a knowledge and understanding of government and society.' The main purpose of the programme is to offer a challenging and flexible scheme of study invigorated by current research, which advances your intellectual engagement with politics as both an academic discipline and as an activity. The degree provides a thorough grounding in the major aspects of modern political studies: political theory and ideologies; UK and European politics, international politics; and public policy.

Programme entry requirements

We do not assume that you have any previous knowledge of politics, and students with arts, social studies, humanities or science backgrounds are equally eligible for admission to the

BA (Hons) Politics degree programme. Normally, you will be expected to have A level grades of BBB for admission. However, these are a guide and we can admit applicants without A levels if they can show evidence of their ability and commitment to university study. For example, we accept a significant number of applicants who have completed Access or Certificate modules in a related area. We welcome mature students (aged over 21) who may have non-traditional educational backgrounds.

A-level: BBB

BTEC: DDM

IB: 33 Points, HL655

Access: 60 credits overall with 30 distinctions and distinctions/merits in related subject

Aims of the programme

The programme aims to:

- promote independent critical and evaluative skills, and intellectual curiosity
- expand students' knowledge and understanding of economics and public policy-making; the role of ideas and theory in government decision-making; the politics of the UK/EU polity in which we live; ideologies and conflicts; and world politics
- foster awareness of a range of different approaches to economic and political systems reflecting the work of economists, political scientists, political philosophers and the choices of political actors
- develop an understanding of the diverse and often conflicting ways in which economic and political texts and practice have been interpreted and reinterpreted
- promote analytical, critical and thoughtful engagement with the complexities of economic and political debates, most particularly in relation to debates concerning public policy
- stimulate appreciation of the forms of public policy discourse and the core works, both theoretical and empirical, relevant to the study of economics and politics
- encourage intellectual development into independent and thoughtful participants in debates and discussions about the practice of economics, politics and public policy-making
- facilitate a learning environment that promotes a continuing enthusiasm for the study of economics, politics and public policy and offers an appropriate foundation for further study in these and related academic disciplines and areas of social science research
- encourage thinking about politics in an interdisciplinary manner

What you will be expected to achieve

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 Certificate of Higher Education in Politics and will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a basic understanding of the methods, concepts and terminologies employed in the study of politics and the analysis and interpretation of political action.	All first year modules
A2	Acquire a basic foundation for an understanding of some of the major ideas, ideologies and conflicts that have shaped the world in ancient and modern times.	All first year modules
A3	Acquire an introductory knowledge of the key processes and institutions through which governance in the UK is carried out under political scrutiny and control.	All first year modules
A4	Gain a good introduction to contemporary political debates and arguments in world politics, drawing on international relations theory and on specific case histories.	All first year modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Develop a basic understanding of key political ideas and concepts such as democracy, ideology, power, liberalism, and so on, and communicate them effectively in a coherent written and verbal form.	All first year modules
B2	Attain a basic ability to use a range of methodological skills at the heart of contemporary political studies.	All first year modules

Code	Learning outcome	Taught by the following module(s)
B3	Develop the basic skills to be able to describe and evaluate alternative views of political action, institutions and policy	All first year modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Gain a basic understanding of the interrelationships between political beliefs, actions and processes of government and the ability to express these in written form.	All first year modules
C2	Acquire the ability to do basic research into political questions, utilising electronic and conventional library resources and material from secondary and primary sources.	All first year modules
C3	Acquire the basic skills for using and applying the vocabulary of politics and political analysis.	All first year modules
C4	Gain a basic understanding of the interrelationships between political beliefs, actions and processes of government and the ability to express these in written form.	All first year modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Develop basic communication and discussion skills.	All first year modules
D2	Develop the basic skills for presenting rational arguments and reading and listening critically.	All first year modules
D3	Develop time management skills.	All first year modules
D4	Work collaboratively as a member of a group.	All first year modules

Students who complete the Diploma of Higher Education in Politics successfully will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a good understanding of the methods, concepts and terminologies employed in the study of politics and the analysis and interpretation of political action.	All second year modules
A2	Acquire a solid foundation for an understanding of some of the major ideas, ideologies and conflicts that have shaped the world in ancient and modern times.	All second year modules
A3	Acquire an understanding of the key processes and institutions through which governance in the UK is carried out under political scrutiny and control.	All second year modules
A4	Gain a good grasp of contemporary political debates and arguments in world politics, drawing on international relations theory and on specific case histories.	All second year modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Develop a good understanding of key political ideas and concepts such as democracy, ideology, power, liberalism, and so on, and communicate them effectively in a coherent written and verbal form	All second year modules
B2	Acquire the ability to use a range of methodological skills at the heart of contemporary political studies.	All second year modules
B3	Develop the skills to be able to describe and evaluate alternative views of political action, institutions and policy.	All second year modules

Code	Learning outcome	Taught by the following module(s)
B4	Formulate and present coherent arguments about political behaviour and events.	All second year modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Gain a good understanding of the interrelationships between political beliefs, actions and processes of government and the ability to express these in written form.	All second year modules
C2	Acquire the ability to do research into political questions, utilising electronic and conventional library resources and material from secondary and primary sources and to organise/present findings.	All second year modules
C3	Acquire some mastery in using and applying the vocabulary of politics and political analysis.	All second year modules
C4	Understand complex political arguments and develop the skills to assess these arguments in clear and appropriate language.	All second year modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Develop communication and discussion skills.	All second year modules
D2	Develop the necessary skills for presenting rational arguments and reading and listening critically.	All second year modules
D3	Develop time management skills.	All second year modules
D4	Work collaboratively as a member of a group.	All second year modules
D5	Develop the capacity for independent judgement and open-mindedness.	All second year modules

Students who successfully complete the BA (Hons) Politics programme will be expected to have acquired the following knowledge, understanding and skills:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A comprehensive knowledge of the methods, concepts and terminologies employed in the study of politics and the analysis and interpretation of political action.	Modules across the degree from level 4-6
A2	A comprehensive knowledge of the ideologies that have most powerfully shaped and influenced political argument and debate in European societies since the Enlightenment.	Modules across the degree from level 4-6
A3	A detailed understanding of the operation of the European Union and its relationship with member states.	Modules across the degree from level 4-6
A4	A systematic understanding of comparative methods in the study of political systems and institutions, applied particularly to the study of major European states	Modules across the degree from level 4-6
A5	A comprehensive knowledge of a range of major works in politics drawn from both ancient and modern times dealing with ideas, ideologies and conflicts.	Modules across the degree from level 4-6
A6	A detailed understanding of ideological change in UK politics and the impact of ideology upon policy debates.	Modules across the degree from level 4-6
A7	An in depth understanding of the relationship between political history and the practice of politics through case studies.	Modules across the degree from level 4-6
A8	A systematic understanding of the institutions and processes through which the government of the UK is carried out under political scrutiny and control.	Modules across the degree from level 4-6
A9	A comprehensive knowledge of contemporary political debate and	Modules across the degree from level 4-6

Code	Learning outcome	Taught by the following module(s)
	argument in world politics, drawing both on international relations theory and on case studies.	

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Describe and analyse a range of political ideas found in classic political texts.	Modules across the degree from level 4-6
B2	Employ and make appropriate use of the language and concepts at the heart of contemporary political studies.	Modules across the degree from level 4-6
B3	Accurately describe and evaluate alternative views of political action, institutions and policy-making processes.	Modules across the degree from level 4-6
B4	Formulate and present coherent and persuasive arguments about political behaviour and events.	Modules across the degree from level 4-6
B5	Demonstrate a capacity for insight into complex and often changing political beliefs, actions and events.	Modules across the degree from level 4-6

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Perceive and express interrelationships between political beliefs, political actions and the processes of government.	Modules across the degree from level 4-6
C2	Demonstrate a capacity to comprehend complex political arguments and to convey your own interpretations/ understanding and assessment of political arguments in clear and appropriate language.	Modules across the degree from level 4-6
C3	Apply and use the vocabulary of politics and political analysis confidently and appropriately.	Modules across the degree from level 4-6
C4	Employ key concepts in political analysis and debate – such as democracy, freedom, authority and power – in your	Modules across the degree from level 4-6

Code	Learning outcome	Taught by the following module(s)
	own accounts and assessments of political institutions and events.	
C5	Draw upon and make appropriate use of empirical work and official data in developing and presenting analyses of politics and political processes.	Modules across the degree from level 4-6
C6	Undertake your own research – utilising electronic and conventional library resources and material from secondary and primary sources – into political questions, in order to assemble, organise and present findings/data.	Modules across the degree from level 4-6
C7	Produce written work that accords with academic standards and expectations capable of satisfying assessors and examiners and meeting the reasonable expectations of others in terms of presentation and organisation, relevance, referencing and bibliographical detail.	Modules across the degree from level 4-6
C8	Demonstrate an awareness and understanding of the relationships and interrelationships between the study of politics and other disciplines within and beyond the social sciences.	Modules across the degree from level 4-6

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Develop an ability to confidently communicate and discuss complex concepts and ideas.	Modules across the degree from level 4-6
D2	The ability to present rational arguments, to read and listen carefully and critically and offer critical assessments.	Modules across the degree from level 4-6
D3	The ability to effectively apply learning and time management skills.	Modules across the degree from level 4-6
D4	The ability to work collaboratively as a member of a group.	Modules across the degree from level 4-6
D5	A capacity for independent judgement and open- mindedness.	Modules across the degree from level 4-6

Code	Learning outcome	Taught by the following module(s)
D6	Information management skills.	Modules across the degree from level 4-6
D7	The ability to access and use bibliographical, official and academic resources in both hard copy and electronic form.	Modules across the degree from level 4-6

How you will learn

Developing knowledge and understanding

The Department is strongly committed to the use of seminars and lectures in delivering the curriculum and in engaging you in the teaching and learning process. At Level 4, there is a weekly lecture and a weekly seminar for each module. Level 5 and 6 modules are designed to extend and deepen your knowledge while fostering the development of critical skills by nurturing and encouraging you to think independently and express your own informed views coherently and persuasively. There will be a weekly lecture and a fortnightly seminar for modules at Level 5 and Level 6. Throughout Levels 4-6, in addition to the same weekly lecture and seminar,, you can obtain further support from academic staff by discussing your work with them during regular staff office hours. Each full-time member of the academic staff offers at least two guaranteed office hours each week during term time.

Developing thinking (cognitive/intellectual) skills

These skills are developed and cultivated across the degree curriculum. You are continuously exposed, through lectures and seminars and contact with academic staff, to a variety of political perspectives, language and interpretations of political behaviour and institutions. You are encouraged to think for yourself and develop and strengthen your capacity for independent thought about and self-expression of the most political features of contemporary society. You are constantly encouraged to make the most of the numerous opportunities for self-managed learning and to extend your knowledge of political thought and action.

Developing practical (including subject-specific) skills

The Department's Undergraduate Handbook and the Dissertation Handbook provide information, advice and guidance intended to support the acquisition and development of subject-specific and general academic skills. In addition to formal assessments, you receive informal feedback and discussion that is designed to facilitate improvement of your subject-

specific skills through a critical and constructive appreciation of the strengths and weaknesses of your written work and contributions to seminar discussions.

Developing transferable skills

Your powers of self-expression, willingness and ability to participate in open discussions, in which great importance is attached to the handling of ideas, are developed and promoted throughout the degree programme. Skills in expressing yourself in writing are also developed and strongly promoted across the programme by the ubiquitous requirement to submit written work in the form of assessed coursework and examinations. The criteria for assessing written work are set out very clearly in the Undergraduate Handbook and underline the importance attached by examiners and teaching staff to clear expression, informed argument and a rigorous and analytical approach to the study of politics. Academic staff offer module-specific help designed to assist and encourage you to develop and improve the range of transferable skills set out in the learning outcomes above.

How you will be assessed

Assessing knowledge and understanding

All modules provide opportunities for you to obtain feedback from academic staff. The assessment strategy for most modules at the beginning of the degree programme involves 50 per cent of the grade being given for coursework, and 50 per cent for a two- or three-hour examination. These examinations take the form of both unseen and seen (prior-disclosure) examinations. However, there are other forms of assessment at Levels 5 and 6 with grades in some modules based entirely on coursework.

Assessing thinking (cognitive/intellectual) skills

These skills are assessed widely in your written assignments and examinations and your development of them is encouraged and supported in seminars and personal contact with academic staff (particularly at Level 6 when a majority of undergraduates choose to complete a dissertation as one of their options).

Assessing practical (including subject-specific) skills

Learning outcomes C1-8 are tested through a variety of assessment methods in use in the department. Learning outcomes C6 and C7 are assessed particularly closely in the undergraduate dissertation and in Level 6 modules.

Assessing transferable skills

Transferable skills are tested and assessed, both formally and informally, throughout the degree programme. You are required to submit work on a number of occasions throughout the academic year and are offered written as well as oral feedback on your work. A Director of Studies (one for each undergraduate level) is responsible for leading a biannual review of student performance and attendance. This process of review, undertaken in the autumn and spring semesters helps to inform the discussion and consideration of student performance undertaken at the annual Examination Board meeting. In addition, there is an Undergraduate Programme Monitoring Committee with extensive student representation which meets at least twice a year. This enables staff and students to raise and consider matters relating to teaching and learning and the development and assessment of skills, including key transferable skills.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>General Marking criteria: Knowledge and Understanding of the subject of politics Understanding the nature and significance of politics; applying concepts theories and methods to the analysis of political ideas, institutions and practices; demonstrating knowledge and understanding of different political systems, the nature of power and the contexts in which they operate; evaluating different interpretations of issues and event</p> <p>Generic Intellectual Skills Ability to gather, organise and deploy evidence, data and information from a variety of sources; ability to identify, investigate, analyse, formulate and advocate solutions to problems; construct reasoned argument, synthesise information and make use of feedback; manage own self-learning critically</p> <p>Personal transferable skills Ability to communicate effectively in speech and writing; use communication and information technology to retrieve and present information; work independently and demonstrate initiative, self-organisation and time management</p> <p>At CertHE level:</p>

Mark	Descriptor	Specific Marking Criteria
		<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. <p>At DipHE level:</p> <ul style="list-style-type: none"> • comprehensive breadth of knowledge with confident and precise, reasoned understanding of key concepts and theories; • extensive use of primary, secondary and other specified sources; very well structured, analytically precise and nuanced exposition and evaluation of arguments and debates demonstrating strong individual judgement; • clear and coherent communication at appropriate length; entirely consistent and appropriate use of annotation and formatting; effective and appropriate use of IT. <p>At BA level:</p> <ul style="list-style-type: none"> • a highly detailed and accurate knowledge, and a strong, consistently critical understanding of key concepts and theories; • extensive use of primary, secondary and other specified sources; drawing effectively upon a specified method to argue a case; accurate and clear evaluation of arguments and debates demonstrating strong ability to advocate own solutions; entirely clear and coherent communication using appropriate IT and specialist software; demonstrating strong ability to work according to a plan or design in order to structure evidence.

Mark	Descriptor	Specific Marking Criteria
70-79%	1st: First (Excellent)	<p>General Marking criteria: Knowledge and Understanding of the subject of politics Understanding the nature and significance of politics; applying concepts theories and methods to the analysis of political ideas, institutions and practices; demonstrating knowledge and understanding of different political systems, the nature of power and the contexts in which they operate; evaluating different interpretations of issues and event</p> <p>Generic Intellectual Skills Ability to gather, organise and deploy evidence, data and information from a variety of sources; ability to identify, investigate, analyse, formulate and advocate solutions to problems; construct reasoned argument, synthesise information and make use of feedback; manage own self-learning critically</p> <p>Personal transferable skills Ability to communicate effectively in speech and writing; use communication and information technology to retrieve and present information; work independently and demonstrate initiative, self-organisation and time management</p> <p>At CertHE level:</p> <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. <p>At DipHE level:</p> <ul style="list-style-type: none"> • comprehensive breadth of knowledge with confident and precise, reasoned understanding of key concepts and theories;

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • extensive use of primary, secondary and other specified sources; very well structured, analytically precise and nuanced exposition and evaluation of arguments and debates demonstrating strong individual judgement; • clear and coherent communication at appropriate length; entirely consistent and appropriate use of annotation and formatting; effective and appropriate use of IT. <p>At BA level:</p> <ul style="list-style-type: none"> • a highly detailed and accurate knowledge, and a strong, consistently critical understanding of key concepts and theories; • extensive use of primary, secondary and other specified sources; drawing effectively upon a specified method to argue a case; accurate and clear evaluation of arguments and debates demonstrating strong ability to advocate own solutions; • entirely clear and coherent communication using appropriate IT and specialist software; demonstrating strong ability to work according to a plan or design in order to structure evidence.
60-69%	2.1: Upper Second (Very good)	<p>At CertHE level:</p> <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. <p>At DipHE level:</p> <ul style="list-style-type: none"> • broad knowledge and accurate, reasoned understanding of key concepts and theories; • modest use of some primary sources, as well as secondary and other specified sources; effectively structured, analytical exposition and evaluation of

Mark	Descriptor	Specific Marking Criteria
		<p>arguments and debates demonstrating some effort at individual judgement;</p> <ul style="list-style-type: none"> • clear and coherent communication at appropriate length; consistent and appropriate use of annotation and formatting; effective and appropriate use of IT. <p>At BA level:</p> <ul style="list-style-type: none"> • a fairly detailed and accurate knowledge, and a generally consistent critical understanding of key concepts and theories; • broad use of some primary, as well as secondary and other specified sources; drawing effectively upon a specified method to argue a case; accurate and clear evaluation of arguments and debates, demonstrating some ability to advocate own solutions effectively; • clear and coherent communication using appropriate IT and specialist software; demonstrating clear ability to work according to a plan or design in order to structure evidence.
50-59%	2.2: Lower Second (Good)	<p>At CertHE level:</p> <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. <p>At DipHE level:</p> <ul style="list-style-type: none"> • broad knowledge and some effort at reasoned understanding of key concepts and theories; • modest use of primary sources, as well as secondary and other specified sources; some structure and analytical exposition; effort at evaluation of arguments and debates but demonstrating only minimal individual judgement; • generally clear and coherent communication at appropriate length; generally consistent and appropriate use of annotation and formatting; appropriate use of IT.

Mark	Descriptor	Specific Marking Criteria
		<p>At BA level:</p> <ul style="list-style-type: none"> • some detailed and accurate knowledge, and a some, but inconsistent, critical understanding of key concepts and theories; • use of some primary, as well as secondary and other specified sources; drawing broadly upon a specified method to argue a case; accurate and clear evaluation of arguments and debates demonstrating some effort to advocate own solutions; • generally clear and coherent communication using appropriate IT and specialist software; demonstrating some ability to work according to a plan or design in order to structure evidence.
40-49%	3rd: Third (Pass)	<p>At CertHE level:</p> <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. <p>At DipHE level:</p> <ul style="list-style-type: none"> • Little breadth and inconsistent knowledge; poor reasoning and understanding of key concepts and theories; • little use of primary sources; over-reliance on secondary and other specified sources; ineffective structure and analytical exposition; little effort at evaluation of arguments and debates, demonstrating little individual judgement; • some clarity and coherence in communication, not always to appropriate length; little or no consistency nor appropriate use of annotation and formatting; little or no appropriate use of IT. <p>At BA level:</p>

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • demonstrate little and/or inconsistent detail and poor knowledge, and little or inconsistent critical understanding of key concepts and theories; • little use of primary sources; over-reliance on secondary and other specified sources; drawing, ineffectively, upon a specified method to argue a case; minimal accuracy and clarity in evaluating arguments and debates; • demonstrating minimal effort to advocate own solutions; • some clarity and coherence in communication, not always using appropriate IT and specialist software; demonstrating little ability to work according to a plan or design in order to structure evidence.
25-39%	Fail	<p>At CertHE level:</p> <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. <p>At DipHE level:</p> <ul style="list-style-type: none"> • no breadth and/or inconsistent knowledge; poor or no reasoning and understanding of key concepts and theories; • no or ineffective use of primary sources; over-reliance on secondary and other specified sources; no or ineffective structure and analytical exposition; little or no effort at evaluation of arguments and debates, demonstrating no individual judgement; • minimal clarity and coherence in communication, not to appropriate length; little or no consistency nor appropriate use of annotation and formatting; little or no appropriate use of IT. <p>At BA level:</p>

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • no or inconsistent detail and poor knowledge, and no or inconsistent critical understanding of key concepts and theories; • no or ineffective use of primary sources; over-reliance on secondary and other specified sources; no or ineffective method to argue a case; little or no accuracy or clarity in evaluating arguments and debates; demonstrating minimal or no effort to advocate own solutions; • minimal clarity and coherence in communication, not using appropriate IT and specialist software; demonstrating no ability to work according to a plan or design in order to structure evidence.
10-24%	Bad fail	<p>At CertHE level:</p> <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, <p>At DipHE level:</p> <ul style="list-style-type: none"> • no breadth and/or inconsistent knowledge; no reasoning and understanding of key concepts and theories; • no use of primary sources; no use of, or over-reliance on, secondary and other specified sources; no structure and analytical exposition; no effort at evaluation of arguments and debates, demonstrating no individual judgement at all; • little or no clarity or coherence in communication; neither consistency nor appropriate use of annotation and formatting; little or no appropriate use of IT. <p>At BA level:</p> <ul style="list-style-type: none"> • no or wholly inconsistent detail and poor knowledge, and no critical understanding of key concepts and theories;

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • no use of primary sources; no use of, or over-reliance on, secondary and other specified sources; no method to argue a case; no accuracy or clarity in evaluating arguments and debates; demonstrating no effort to advocate own solutions; • little or no clarity and coherence in communication, not using appropriate IT and specialist software; demonstrating no ability to work according to a plan or design in order to structure evidence.
1-9%	Very bad fail	<p>At CertHE level:</p> <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>At DipHE level:</p> <ul style="list-style-type: none"> • no breadth and/or inconsistent knowledge; no reasoning and understanding of key concepts and theories; • no use of primary sources; no use of secondary and other specified sources; no structure and analytical exposition; no effort at evaluation of arguments and debates, demonstrating no individual judgement at all; • no clarity or coherence in communication; neither consistency nor appropriate use of annotation and formatting; no appropriate use of IT. <p>At BA level:</p> <ul style="list-style-type: none"> • neither detail nor genuine knowledge, and no critical understanding of key concepts and theories; • no use of primary sources; no use of secondary and other specified sources; no method to argue a case; no accuracy or clarity in evaluating arguments and debates; demonstrating no effort to advocate own solutions; • no clarity and coherence in communication, not using appropriate IT and specialist software; demonstrating

Mark	Descriptor	Specific Marking Criteria
		no ability to work according to a plan or design in order to structure evidence.
0%	Non submission or plagiarised	<p>At CertHE level: A categorical mark representing either the failure to submit, or a mark assigned for a plagiarised assessment.</p> <p>At DipHE level: A categorical mark representing either the failure to submit, or a mark assigned for a plagiarised assessment.</p> <p>At BA level: A categorical mark representing either the failure to submit, or a mark assigned for a plagiarised assessment.</p>

How the programme is structured

The programme is offered in full-time over three years, at three levels. You need to be aware that the availability of particular option modules can vary from year to year and does depend on a minimum level of take-up (established at the time of completing module choice)

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
UK and European Comparative Governance and Politics	PO51009D	30	4	Compulsory	1-2
Political Theory and Ideologies	PO51012D	30	4	Compulsory	1-2
World Politics	PO51010D	30	4	Compulsory	1-2
EITHER:					
Colonialism, Power, Resistance	PO51013E	30	4	Optional	1-2
OR:					
Introduction to Political Economy	PO51021A	15	4	Optional	1
AND:					
Introduction to Economic Policy	PO51020D	15	4	Optional	2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Modern Political Theory	PO52002B	30	5	Compulsory	1-2
Modules to the value of 90 credits from a list approved annually by the Department of Politics and International Relations. As part of this, students have the option of taking up to 30 credits from another Department.		90	5	Optional	1-3

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation	PO53014B	30	6	Compulsory	1-3
Modules to the value of 90 credits chosen from a list provided annually by the Department of Politics and International Relations		90	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 graduating from the BA (Hons) Politics programme move on to a range of careers and employment areas, including the public and voluntary sector, the financial sector, journalism, teaching, and postgraduate study in related fields.

Students are eligible to take part in the Department's Work Placement Module (a 15 CAT option for third year students).

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.

Specific programme costs

Not applicable.

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](#).