

LLB (Hons) Law; LLB (Hons) Law with Criminal Justice and Human Rights

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:

LLB (Hons) Law

LLB (Hons) Law with Criminal Justice and Human Rights

Name of Interim Exit Award(s):

Certificate of Higher Education in Law

Diploma of Higher Education in Law

Diploma of Higher Education in Law with Criminal Justice and Human Rights

Duration of Programme: 3 years full-time

UCAS Code(s): M100, M110, M111, M120, M140, M200, M270

HECoS Code(s): (100485) Law

QAA Benchmark Group: Law

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: March 2019

Home Department: Law

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

Anthropology; Media, Communications and Cultural Studies; Psychology; Sociology

Programme overview

The LLB (Hons) Law and LLB (Hons) Law with Criminal Justice and Human Rights degrees at Goldsmiths are distinctive and professionally relevant programmes that address Law in the context of major contemporary socio-political, cultural and economic questions.

They prepare students for a dynamic career as a lawyer in England and Wales and internationally. In addition to being qualifying law degrees (QLDs), recognised by the Solicitors Regulation Authority (SRA) and Bar Standards Board (BSB), they have been designed specifically to integrate theory into professional practice, and will provide graduates with a solid foundation to tackle the new centralised assessment for all future

solicitors (the 'Solicitors Qualifying Examination') and the equivalent training and qualification process to become a barrister.

In tune with Goldsmiths' rich heritage of social awareness and social engagement, championing human rights and social justice, the LLB Law and LLB Law with Criminal Justice and Human Rights create an intellectual space for radical, critical and creative thinking. Through diverse and inclusive curricula, which revolve around a symbiosis of theory, professional practice and clinical legal education, the programmes enable students to put law into action and effect change, locally and globally.

Furthermore, the programmes dedicate significant space to the examination of foreign and international law. Goldsmiths' Law graduates will be immersed into analysis of the constitutional, socio-political, cultural and economic ramifications of the UK's decision to leave the European Union, will investigate the conditions under which this decision may be deemed reversible and will ultimately be empowered to help shape the UK's future relationship with Europe and the world. The above will be facilitated by a strong focus on research-led teaching, and engagement with research centre activities, enabled by the development at Goldsmiths of leading research expertise in this regard.

The LLB Law and LLB Law with Criminal Justice and Human Rights also give students a unique opportunity to study across a wide range of specialisms, in traditional legal doctrine, but also intellectually challenging 'interdisciplinary topics, drawing on globally leading expertise in Law, Sociology, Anthropology, Psychology, Media and Communications and Art. It is a unique feature of Law at Goldsmiths that students are given access to optional modules from these departments, in the second and third year of their LLB studies. Innovative modules on e.g. 'Globalisation, Crime and Justice' (Sociology department), 'Psychology and Law' (Psychology department), 'Media Law & Ethics' (Media & Communications department) or the 'Anthropology of Rights' (Anthropology) expose Law students at Goldsmiths to philosophies and methods that lie outside their discipline, but can provide a deep insight into the wider significance of its operation for society.

The LLB Law and LLB Law with Criminal Justice and Human Rights programmes also equip students with the digital understanding required from future lawyers, through a sector-leading module on 21st century legal skills. Goldsmiths Law graduates are thus enabled to obtain very strong theoretical foundations in Law and immerse, at the same time, into the legal world with excellent professional and practical awareness.

Reflecting Goldsmiths' emergence as one of the world's most creative and progressive institutions, the LLB Law is pioneering and future-looking, opening up exciting career paths, in Law and other areas.

Students will be able to develop specialist knowledge in cutting-edge areas of law, such as disruptive technologies; Media Law; Art Law; creativity and Intellectual Property Law;

FinTech; Commercial Law and International Trade Agreements; Criminal Law, Criminology and Human Rights.

This is a modern, creative, high-tempo and forward-looking programme that has as its main ambition to allow its graduates to do justice to the idea of Law as ‘a force for good and change’.

The LLB Law degree will equip students with deep theoretical knowledge and invaluable professional insights that will span a rich variety of academic areas and will naturally provide students with the agility to choose from a wide array of career options.

The programme will strongly appeal to students for its focus on an eclectic educational provision and sector leading professional development initiatives. Debating, mooting, mock trials, simulated contract negotiations, law film screenings (as part of Goldsmiths Curzon series), field trips and international study visits, a ‘law and literature’ group, dispute resolution workshops, integrated teaching on advocacy and client interviewing, VR experiences and a human rights clinic are all integral to the degree and the wider experience of studying Law in action, a stone throw’s away from the centre of legal London and the City. These initiatives will draw on the wide range of academic subjects that students are exposed to in the LLB Law programme. By allowing students to engage with legal professionals across a broad spectrum of expertise, from commercial law, public law and property law to international law, comparative law and media law, to take a few examples only, it will broaden their career horizons and equip them with the knowledge and skills required to pursue exciting career paths within Law and beyond.

In the final year of studies, the LLB Law programme presents students with exciting opportunities to put theory into action; it includes Advocacy and mooting-based electives, a module integrating a human rights clinic and international study visit, and a module focusing on crucial practical legal skills, such as client interviewing and legal drafting. In the practical legal skills module, students in the LLB Law programme will take their examples from a wide range of subjects, allowing them to continue to broaden their legal knowledge and career options. The mooting-based Advocacy module and ‘Human Rights Law’ module are compulsory final year modules for students in the LLB Law with Criminal Justice and Human Rights. Other experiential learning activities integrated in the final year of studies will also place emphasis on criminal justice and human rights for students in the synonymous LLB programme.

The LLB Law (Hons) with Criminal Justice and Human Rights

The LLB Law with Criminal Justice and Human Rights will provide students with the opportunity to obtain specialist knowledge and deepen their understanding in criminal justice and human rights, and their challenging interactions, which influence their application in practice.

The programme will open up exciting career opportunities in relation to criminal justice professions and human rights jobs in the third sector. Students obtaining the LLB Law (Hons) with Criminal Justice and Human Rights will be well placed to compete for such career opportunities.

Key areas of specialisation will include core theoretical principles and practical applications of criminal law and human rights, including philosophical and social theoretical questions about the relationship between crime, the law, justice and human rights; how different specialist areas of criminal law interact and how criminal justice outcomes are influenced by this interaction; domestic human rights law and European human rights law as applied in the United Kingdom; the Human Rights Act, and its effect on common law doctrines in public law; how human rights norms are implemented in criminal law and the criminal justice system; rights-centred and public interest-centred approaches to investigating crime, and balancing security with defendants' rights and the rule of law.

The focus on human rights can also be seen in the study of the historical evolution of rights discourses, the institutions that have been established to uphold rights, the language of Human Rights used in international law, as well as the concept of rights as understood by development organisations, governments and multilaterals (such as the UN).

Students in this programme will also engage with crucial criminological perspectives such as on the causes of crime and ways to prevent crime, the impact of austerity and privatization on criminal justice agencies and the introduction of novel alternatives such as restorative justice. Sociological approaches to crime explore will relate to how crime is linked to social inequalities, such as gender, class, ethnicity etc, and how the law responds to and, in some cases, triggers social change, with a focus e.g. on the law's role in responding to sexism, racism, homophobia and other forms of discrimination; the development of human rights and international law; the role of law in post-atrocity settings; law and morality in relation to issues like euthanasia, abortion, torture and alternative sexual practices; the dismantling of criminal justice and human rights guarantees in the War on Terror.

The programme will also compare and contrast global issues of crime and crime control, populism and international human rights responses with responses provided at a domestic level, and will explore the theory and practice of sentencing and punishment as well as psychological science applied to crime investigations, police interrogation and the criminal process.

Programme entry requirements

A-level: ABB

BTEC: DDD

IB: 33 Points

HL655 Access: 60 credits overall with 33 distinctions and distinctions/merits in related subject.

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

Aims of the programme

The LLB (Hons) Law programme at Goldsmiths aims to:

- Provide students with systematic knowledge and understanding of theories, concepts, values, principles and rules of public and private laws within their institutional, social, national and global context;
- Empower students to critically engage with core debates in Law, including through legal cosmopolitan, contextual and socio-legal perspectives, and to allow them to critically evaluate arguments, assumptions and abstract concepts, to make judgments and put forward informed and creative solutions or identify a range of potential solutions to a problem, depending on the principles and practices adopted;
- Lead students to interrogate conventional truths about the discipline, by investigating latest directions and perspectives, while appreciating the uncertainty, ambiguity and limits of knowledge in the discipline;
- Provide students with the refined conceptual and methodological tools required to analyse and explore the ideas, actors, processes and practices central to UK and international law;
- Develop the intellectual capacity of students to offer evidenced conclusions, addressing complex contemporary problems, including through the undertaking of self-directed research and engagement with conceptual and methodological tools in disciplines related to Law (notably Sociology, Psychology and Anthropology);
- Produce Law graduates who have excellent analytical abilities, well-developed legal research and legal drafting skills, and sophisticated contextual and transferable skills to practice Law in conventional settings and in the digital age;
- Equip graduates with a solid foundation in the functioning legal knowledge and legal practice skills required to succeed in the new qualifying examinations developed by the Solicitors' Regulation Authority and the Bar Standards Board;
- Allow students to interact with leading experts in the legal profession and beyond, who exercise influence in current legal debates and help shape modern legal developments, notably policy makers, human rights experts, legal commentators, activists, leading barristers, major employers, and other legal professionals, to

ground their conceptual understanding of the discipline in a professional, institutional and cultural context;

- Open up for its graduates exciting career paths alternative to Law, particularly at the intersection of law and technology, law and the creative industries, law and art, criminological sciences and human rights;
- Impart to students a dynamic and intellectually rewarding attitude of 'learning through doing', by enabling them to engage in a wide range of experiential learning and professional development activities, at Goldsmiths and beyond, benefiting from the University's unique location minutes away from the legal and economic centre of the capital.

The LLB (Hons) Law with Criminal Justice and Human Rights aims to:

- provide students with systematic knowledge of theories, concepts, values, principles and rules of public and private laws within their institutional, social, national and global context, with a focus on criminal justice and human rights theory and practice, and the complex interactions between them;
- equip students with the ability to critically engage with core debates and interrogate conventional truths, including through legal cosmopolitan, contextual and socio-legal perspectives, and to allow them to critically evaluate arguments, assumptions and abstract concepts, to make judgments and put forward informed and creative solutions or identify a range of potential solutions to a problem, depending on the principles and practices adopted, focusing on intellectual and practical issues arising within the criminal justice and human rights spheres;
- provide students with the conceptual and methodological tools required to analyse and explore the ideas, actors, processes, practices and cultures central to UK and international law, with a strong emphasis on criminal justice and human rights law;
- provide students with the intellectual and analytical capacity to offer evidenced conclusions, addressing complex contemporary problems, with a special focus on issues arising at the intersection of criminal justice and human rights, including through the undertaking of self-directed research and engagement with conceptual and methodological tools in disciplines related to Law (notably Sociology, Psychology and Anthropology);
- Produce Law graduates who have excellent analytical abilities, well-developed legal research and legal drafting skills, and sophisticated contextual and transferable skills to practice Law in conventional settings and in the digital age, with a focus on application of skills to careers within criminal justice and human rights;
- Equip graduates with a solid foundation in the functioning legal knowledge and legal practice skills required to succeed in the new qualifying examinations developed by the Solicitors' Regulation Authority and the Bar Standards Board, with special emphasis on knowledge and legal practice skills relating to careers within criminal justice and human rights;

- Allow students to interact with leading experts in the legal profession and beyond, who exercise influence in current legal debates and help shape modern legal developments, notably policy makers, human rights experts, legal commentators, activists, leading barristers, major employers, and other legal professionals, to ground their conceptual understanding of the discipline in a professional, institutional and cultural context, with a strong emphasis on criminal justice and human rights;
- Open up for its graduates exciting career paths within criminal and human rights;
- Impart to students a dynamic and intellectually rewarding attitude of 'learning through doing', by enabling them to engage in a wide range of experiential learning and professional development activities relating to criminal justice and human rights, at Goldsmiths and beyond, benefiting from the University's unique location minutes away from the legal and economic centre of the capital.

What you will be expected to achieve

Students who successfully complete the first year of the programme and choose to exit with the award of the Certificate of Higher Education in Law will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Identify and define theoretical principles and rules central to criminal law, contract law, public law, and human rights, and relevant methodological approaches	Criminal Law Theory and Practice; Contract Law; Public Law and the Human Rights Act
A2	Demonstrate knowledge of practical applications of English criminal and contract law, in their socio-political and economic context	Criminal Law Theory and Practice; Contract Law
A3	Locate domestic and international sources of English law, courts and practitioners and principles, including rules relating to the operation of the civil justice system	English Legal System in a Global Context
A4	Define key theoretical principles and conventions relating to client interviewing, advocacy/persuasive oral communication, case analysis, legal research, written advice, legal drafting and negotiation/mediation	21st Century Legal Skills

Code	Learning outcome	Taught by the following module(s)
A5	Identify key legal institutions, domestic and international, and provide a sketch of the various stages of relevant legal processes	English Legal Institutions in a Global Context, Criminal Law Theory and Practice, Public Law and the Human Rights Act

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Communicate key theories underpinning criminal law, contract law, public law, and human rights	Criminal Law Theory and Practice; Contract Law; Public Law and the Human Rights Act
B2	Locate fundamental common law doctrines in public law in the context of their intricate relationship with the Human Rights Act and in connection with Brexit	Public Law and the Human Rights Act
B3	Identify divergence or rapprochement between English, foreign and international legal systems, and evaluate the scope and value of cross-cultural judicial dialogue	Criminal Law Theory and Practice; Contract Law; English Legal System in a Global Context
B4	Engage with discussions about how big data and AI (artificial intelligence) can be deployed to construct legal cases	21st Century Legal Skills

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Acquire skills in computer-assisted methods in legal research	21st Century Legal Skills
C2	Demonstrate confidence and flexibility in the use of digital communications, blogs and social media appropriate for legal professionals	21st Century Legal Skills
C3	Apply fundamental legal skills such as the use of legal databases to identify relevant resources, academic referencing and citing legal materials correctly, and other key writing and research conventions in the discipline	All level 4 modules

Code	Learning outcome	Taught by the following module(s)
C4	Adopt an evidence-based approach to legal analysis to challenge conventional views	All level 4 modules
C5	Apply conceptual understandings of principles of criminal and contract law to client-based and ethical problems and situations encountered in practice	Criminal Law Theory and Practice, Contract Law

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Develop oral presentation skills	21 st Century Legal Skills
D2	Communicate the results of their work, orally and in writing, accurately and reliably, and with structured and coherent arguments	Criminal Law Theory and Practice; Contract Law; English Legal System in a Global Context; Public Law and the Human Rights Act
D3	Use the English language and legal terminology with care and accuracy, as a result of engaging with simulation-based exercises and other experiential learning activities	21 st Century Legal Skills; Criminal Law Theory and Practice; Contract Law
D4	Independently manage workloads and submit work to a deadline	All level 4 modules
D5	Develop an ability to apply knowledge to complex situations	All level 4 modules

Students who successfully complete the first and second year of the programme and choose to exit with the award of the Diploma of Higher Education in Law/Diploma of Higher Education in Law with Criminal Justice and Human Rights, in addition to the learning outcomes above, will:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Interpret well-established principles of the areas of study at level 5, and demonstrate a sound understanding of the way in which those principles have developed	European Union Law in the UK; Trusts; Land Law; Tort Law; Immigration Law; Intellectual Property Law (and 'Interdisciplinary' electives)
A2	Articulate methods of inquiry in the areas of study at level 5	European Union Law in the UK; Trusts; Land Law; Tort Law;

Code	Learning outcome	Taught by the following module(s)
		Immigration Law; Intellectual Property Law (and 'Interdisciplinary' electives)
A3	Sketch key institutions, and relevant institutional frameworks and practice, relevant to the areas of study at level 5	European Union Law in the UK; Trusts; Land Law; Tort Law; Immigration Law; Intellectual Property Law (and 'Interdisciplinary' electives)
A4	Discuss key institutions, and relevant institutional frameworks and practice, and recognise key challenges relevant to criminal justice and human rights (SUPPLEMENTARY FOR CJ & HR PATHWAY - delivered in pathway tutorial sessions)	European Union Law in the UK; Immigration Law; 'Interdisciplinary' electives
A5	Recognise and analyse the law as a social institution, and identify the role that law plays in developing/reinforcing/challenging social norms	All level 4 and 5 modules, and, in particular, 'Interdisciplinary' modules at level 5
A6	Illustrate and classify different theories and models regarding criminal law and criminal justice	Criminal Law Theory and Practice, and Criminal Justice related modules at level 5

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Critically evaluate assumptions and respond to queries about the past, present and future UK relationship with the European Union and EU law	European Union Law in the UK
B2	Compare and contrast international and comparative law examples to reach conclusions about how English Law is positioned in a global context	English Legal System in a Global Context, European Union Law in the UK; Tort Law; Immigration Law; Intellectual Property Law
B3	Locate how the idiosyncratic concept of Trusts operates in English Law, differentiate it from similar concepts in foreign jurisdictions and critically examine Trusts in their socio-political context	Trusts
B4	Interpret the relationship between social and legal norms in relation to specific issues affecting contemporary society	All level 5 modules, and, in particular, Law & Contemporary Society and Interdisciplinary electives

Code	Learning outcome	Taught by the following module(s)
B5	Critically discuss systems of criminal justice, bringing together case studies and the experiences of practitioners with sociological and criminological theory	Criminal Law Theory and Practice; Criminal Justice in Context
B6	Critique research on global and transnational law	EU Law in the UK; Globalisation, Crime and Justice
B7	Critically discuss different theories and models regarding human rights, criminal law and criminal justice. Compare and contrast their applications in the domestic and international law context (SUPPLEMENTARY FOR CJ & HR PATHWAY)	European Union Law in the UK; Immigration Law; Criminal Justice related modules at level 5

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Apply with precision legislation, case law and rules of procedure and ethical practice, to provide structured responses in the context of problem-based learning, in line with requirements in the new solicitors qualifying examination	Tort, Land Law, Trusts
C2	Accurately execute legal skills and methods including statutory interpretation, analysis of judgments, researching legal databases, referencing and academic writing	All level 5 modules
C3	Follow etiquette in formal communications and constructively interact with legal professionals (this is particularly developed in the context of guest lectures, simulated exercises and study visits)	All level 5 modules
C4	Interact with criminal justice and human rights professionals, using accurate legal terminology and etiquette (this is particularly developed in the context of pathway tutorial sessions) (SUPPLEMENTARY FOR CJ & HR PATHWAY)	Immigration Law; Criminal Justice related modules at level 5

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Apply skills necessary for employment, such as taking personal responsibility and decision-making	All level 5 modules
D2	Apply knowledge to complex situations	All level 5 modules
D3	Actively contribute to theoretical discussion, and develop strengths in relation to speaking confidently in public	All level 5 modules
D4	Apply skills necessary for employment in the areas of criminal justice and human rights (through the integration of appropriate experiential learning skills in relevant pathway tutorial sessions) (SUPPLEMENTARY FOR CJ & HR PATHWAY)	Immigration Law; Criminal Justice related modules at level 5

By the end of the programme, students engaging fully in the programme's modules and activities, will, in addition to acquiring those skills listed above:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Draw connections between the key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of the discipline of Law	All level 6 modules
A2	Develop knowledge of conflicts between criminal justice and human rights priorities, and propose ways in which these can be mitigated or resolved (this is particularly developed in the context of analytical discussions in pathway tutorial sessions) (SUPPLEMENTARY FOR CJ & HR PATHWAY)	All criminal justice and human rights related level 6 modules
A3	Appraise key theoretical principles and jurisprudence underpinning Level 6 modules, and relate them to modern developments in law and society	All level 6 modules

Code	Learning outcome	Taught by the following module(s)
A4	Demonstrate systematic knowledge of areas of practice related to level 6 modules, including in connection with key legal, ethical and regulatory issues relevant to media	All level 6 modules, and in particular SQE2: Practical Legal Skills in Context
A5	Compare and contrast key legal institutions, and illustrate contemporary issues and debates in relation to the specialist areas of law studied at level 6.	All level 6 modules
A6	Explain aspects of the functioning legal knowledge required to succeed in the new qualifying examinations	21st Century Legal Skills; Criminal Law Theory & Practice; Land Law; Trusts; Tort; Company Law; Criminal Evidence (with Advanced Mooting and Advocacy); SQE2: Practical Legal Skills in Context

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Deploy, with precision, established techniques of analysis and inquiry within the discipline of Law	All level 6 modules
B2	Devise and sustain legal argumentation, with finesse and precision, using ideas and techniques, some of which are the forefront of the discipline of Law	All level 6 modules
B3	Defend or critique legal scholarship and jurisprudence, showing deep appreciation of the uncertainty, ambiguity and limits of knowledge within the discipline	All level 6 modules and, in particular, the dissertation
B4	Defend or critique criminal justice and human rights scholarship and jurisprudence, showing deep appreciation of the uncertainty, ambiguity and limits of knowledge within the discipline (this is particularly developed in the context of pathway tutorial sessions) (SUPPLEMENTARY FOR CJ & HR PATHWAY)	Criminal justice and human rights level 6 modules and, in particular, the Criminal Justice and Human Rights dissertation

Code	Learning outcome	Taught by the following module(s)
B5	Synthesize complex texts, theories and jurisprudence, at the domestic and international law level	All level 6 modules and, in particular, the dissertation
B6	Critically evaluate concerns relating to the future relationship with the EU, including in relation to specialist areas of activity, after withdrawal from the EU	EU Law in the UK; Commercial Law and International Trade Agreements; Company Law, Criminal Law Theory and Practice
B7	Relate legal solutions to social problems, and draw conclusions about the relationship between legal policies and wider structural processes and socio-legal discourses	All level 6 modules and in particular 'interdisciplinary' modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Formulate research hypotheses and demonstrate advanced competence in the design, planning, and writing up of a dissertation in Law or Criminal Justice and Human Rights. 'Interdisciplinary'	Dissertation; Criminal Justice and Human Rights dissertation
C2	Demonstrate advanced competence in critical engagement with contemporary issues relating to Criminal Justice and Human Rights (this is particularly developed in the context of engagement with criminal justice and human rights seminars integrated in the 'Criminal Justice and Human Rights dissertation and project' module) (SUPPLEMENTARY FOR CJ & HR PATHWAY)	Dissertation; Criminal Justice and Human Rights dissertation
C3	Execute legal practice skills, such as client interviewing and legal drafting, with the required elegance and precision, using appropriate terminology and etiquette	21 st Century Legal Skills; SQE2: Practical Legal Skills in Context
C4	Undertake targeted legal research and effectively communicate information, ideas, legal problems and solutions concerning specialist areas of study	All level 6 modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate excellent ability in the use of public speaking skills and the development of coherent argumentation orally	All level 6 modules, and in particular Human Rights Law (with Goldsmiths' Human Rights Clinic); Criminal Evidence (with Advanced Mooting and Advocacy)
D2	Demonstrate strength in the application of legal practice skills required to succeed in the new qualifying examinations	21 st Century Legal Skills; Criminal Law Theory & Practice; Land Law; Trusts; Tort; Criminal Evidence (with Advanced Mooting and Advocacy); SQE2: Practical Legal Skills in Context

How you will learn

The LLB at Goldsmiths is highly inclusive and will appeal to different types of learners, and students with different backgrounds, experiences and aspirations. The programme deploys distinctive teaching methods, that range from the more traditional, such as lectures, seminars and self-directed learning, to the more modern and diverse, such as blended, experiential and clinical learning, learning through the production of reflective journals, videos and reports, and learning through online or virtual reality environments.

The programme uses novel forms of assessment, notably assessment by student participation in moots, mock trials, simulated exercises and other practical-skills acquisition exercises, as a means to ensure that students are actively engaged in and reflect on their learning and are thereby enabled to progressively grow in confidence as independent learners (see more detail on the interlinks between assessment and teaching in the next section).

A distinctive feature of the LLB at Goldsmiths is that it integrates, to a very significant degree, theory and practice, along the axis of a harmonious symbiosis between substantive and procedural law. Students are given the opportunity to study substantive law in its procedural, cultural, professional and institutional context. Students' knowledge of substantive law is considerably enhanced, as substantive law is no longer studied in isolation, but as part of a wider system, that defines its characteristics, operation and practical effect. Students are simultaneously immersed into the legal professional environment, particularly where knowledge on the procedural, institutional and cultural elements is imparted through the means of guest lectures by legal professionals and personalities leading in Law or through appropriate field trips and participation in experiential learning activities and mooting competitions.

Developing knowledge and understanding

Seminars and lectures are continuously deployed in delivering the curriculum and engaging students in the teaching and learning process. Lectures take place on a weekly basis. The frequency of seminars depends on allocated credit, and the inclusion in the teaching strategy in specific modules of experiential learning, guest lectures, field trips, attendance in research centre events, professional awareness visits, participation in external competitions and other activities. Both lectures and seminars adopt a blended learning approach where appropriate. Students are introduced to particular reading and activities prior to attending the class; introductory VLE videos expose them to the key ideas that will be explored in the relevant lecture or seminar. Similarly, follow-up videos and other online activities, including follow up conversations with the teaching team in the VLE environment, give students the opportunity to engage fully with the learning process. The development of knowledge and understanding starts, but does not end in the classroom. Students are expected to actively engage with experiential learning activities that are integrated in the teaching provision, and, where appropriate, experiential learning opportunities offered as part of external competitions and similar.

Developing thinking (cognitive/intellectual) skills

These skills are developed and cultivated across the curriculum. Students are continuously exposed, through lectures and seminars and contact with academic staff, to a variety of legal perspectives, including socio-legal, empirical, and cosmopolitan legal perspectives (through increased reliance on comparative and international law). Students are encouraged to develop the capacity for independent thinking, and to continuously benefit from opportunities for self-managed learning.

In addition to exposing students to opportunities to engage with the conventional subject-matter in the LLB, Law at Goldsmiths strives to engage students with major contemporary socio-political, cultural and economic questions, including novel challenges posed by the rapid growth of technology on the way we communicate and interact or technology's impact on art, the cultural industries and individual rights. The programme seeks to create an intellectual space for radical, critical and creative thinking. It challenges students to be future-orientated in their attitude to learning. It challenges them to reflect on the niche interactions between law and art or law and cutting-edge technologies, such as the implications of AI for the rights of employees, the effect of disruptive technologies such as Blockchain upon conventional financial services, the risks that the manipulation of big data can pose for the right to privacy and democratic processes or the growing importance of cognitive computing in researching legal cases. The programme also requires students to conceive original solutions to developing problems such as whether legislative and regulatory frameworks currently applying to the film, music and fashion industries are fit for purpose, asking whether relevant aspects of intellectual property and contract sufficiently

protect and encourage creativity, and what can be done to safeguard these critical industries.

Students are equally continuously challenged to critically interrogate how Law functions as a conservative force, particularly when dealing with marginalized groups in society.

Equal emphasis is placed on the outstanding contributions of women in law, and significant space is dedicated to the examination of foreign and international law. At a time when the UK is faced with an increasing risk of legal and political isolationism, Goldsmiths' Law students' intellectual capacities will be tested, in the process of searching for an inspiring cosmopolitan alternative.

Developing practical (including subject-specific) skills

This is another area where the Goldsmiths LLB's attractiveness is enhanced through distinctiveness. Integration of theory and practice, substantive law and procedure, is well supported in various parts of the curriculum, and offers students the opportunity to develop relevant practical, Law-specific, skills. In addition to 'flagship' modules in this respect, such as Criminal Law Theory and Practice, 21st century Legal Skills or SQE2: Practical Legal Skills in Context, several modules adopt an approach whereby functioning knowledge workshops, delivered by seasoned legal professionals, introduce students to legal practice skills, in the context of solidifying their knowledge and understanding of substantive knowledge and enhancing cognitive skills (these provide the backdrop against which practical skills are developed). A pioneering module that combines the teaching of Criminal Evidence theory with Advocacy workshops and (assessed) participation in mooting competitions offers a good illustration of the unique opportunities students have to acquire and perfect relevant skills. Opportunities to take part in a human rights clinic, and participate in a mooting competition at the European Court of Human Rights, or Goldsmiths' inter-University 'Knowing our Rights' mooting competition, as part of the Human Rights module, offer another. The Criminal Evidence module and human rights law/clinic module are compulsory for final year students taking the LLB Law with Criminal Justice and Human Rights, who are thus given the opportunity to hone essential practical, subject-specific, skills.

Developing transferable skills

Powers of self-expression, willingness and ability to participate in open discussions, in which great importance is attached to the handling of ideas and development of coherent argumentation, are promoted throughout the degree programme. The 21st Century Legal Skills module exposes students to the skill of writing across the curriculum, the art of public speaking and fast developing digital technologies supporting oral and written communication and the identification of patterns in human behaviour. Students are thus

initiated in invaluable transferable skills such as creative writing, speaking with confidence – in formal and informal settings – and mastering novel digital communication technologies.

Continuous opportunities for interaction with leading experts in Law, potential future employers, business, educational and NGO experts, and exposure, through study visit and online learning environments, to a wide range of institutions, and institutional players, at the domestic and international level, open up unique opportunities for students to grow in confidence, adopt professional etiquette and have the audacity to pursue intellectually challenging opportunities, with the wider ambition of using law as a tool for positive change.

At levels 5 and 6, students in the LLB Law with Criminal Justice and Human Rights pathway will be grouped in seminars together. This is to allow for students to be paired with lecturers and tutors who have relevant specialisms, and who will tailor discussions and learning to pathway-relevant learning outcomes, including the development of transferable skills relevant to criminal justice and human rights professions. Students in the pathway will also be grouped together in seminars in interdisciplinary modules delivered by other departments, where practicable, to ensure the cohesion and focus of the learning experience.

At level 6, students in this pathway will also attend, and contribute research and written work to, the 'Criminal Justice & Human Rights Dissertation module' seminars, where they will be exposed to current, challenging, criminal justice and human rights debates. These seminars will provide students with a unique opportunity to work with Law academics, Goldsmiths academics from other departments, Law Visiting Professors, and other external partners, who will have leading expertise in the areas related to the pathway. These seminars will also provide a platform for students and academics teaching in the programme to engage in relevant interactive exercises, study visits and public engagement work. Activities will include attendance in research seminars, public debates, film screenings, exhibitions, and other events of interest to criminal justice and human rights, at Goldsmiths and in the city. The students will be required to attend a specified number of events and produce a learning log in which they will articulate their learning experience and its relevance to their dissertation.

Students in the LLB Law programme will be offered similar opportunities in the context of the final year dissertation module, encompassing a wide range of academic interests.

How you will be assessed

The LLB and LLB with Criminal Justice and Human Rights programmes use a wide range of assessment methods appropriate for making valid judgements about student's overall level of achievement in relation to the prescribed learning outcomes. Assessment will be timed or untimed, seen or unseen, or examination based, and tasks that a student will encounter

could include, as part of coursework or examinations: essays and reports of varying length; case notes; statutory interpretation; critiques of articles; the production of videos; reflective learning journals; research project/dissertation.

In addition to these traditional assessment methods, the LLB uses innovative assessment strategies, notably assessment by student participation in two optional modules at level 5 and two optional modules at level 6.

In Criminal Evidence (with Advanced Mooting and Advocacy), students are assessed on the basis of the quality of their participation in mooting. The students and teaching team maintain an assessment portfolio, where contributions in individual moots are recorded. The quality of the students' performance is marked against the following criteria:

Presentation and clarity of argument: This criterion looks at how well each Mooter presents their overall argument, looking at the construction and clarity of their argument and how they address their ground of appeal/response. This criterion also addresses each Mooter's advocacy skills and how well they present themselves. For example, maintenance of eye contact, delivery of their speech, tone etc.

Courtroom manner and etiquette: This criterion addresses how well the Mooter conducts themselves in a professional and polite manner considering how they address the judges and their opponents accordingly.

Ability to respond to judicial intervention: This criterion looks at how well each Mooter can respond to judicial intervention, focusing on whether they can provide a well-informed response in relation to the relevant law. Furthermore, it also looks at how they recover from such intervention to get back to their argument.

Appropriate use of authorities: This criterion looks at whether the Mooter has selected their authority and how the authority relates to the overall argument. It also looks at whether the Mooter understands the authority they are seeking to use and whether they can identify the ratio decidendi of the case, not just whether they can distinguish the facts.

Use of bundles and skeleton: This criterion looks at the construction of the bundles and the skeleton arguments and looks at how well each is laid out. It also looks at how the Mooter makes use of their bundles and skeleton argument within their submissions.

The bundles, skeleton and oral participation exercises all draw on Criminal Evidence Law-related substantive knowledge and understanding, critical thinking skills and practical skills acquired in the context of the module.

In the SQE2: Practical Legal Skills in Context module, a range of activities may be assessed:

- in relation to client interviewing, the assessment will consist of a role-play exercise with a 'client';
- in relation to advocacy/persuasive argumentation, the assessment will consist of a role-play exercise with a judge/decision-maker;
- in relation to case and matter analysis, the assessment consists of a role-play exercise involving a structured interview with a supervisor. Students have a specified period of time to review a file concerning a case or transaction that will involve some negotiation to prepare a brief for the supervisor on the file.
- in relation to legal research and written advice, students have a specified period of time to carry out a piece of research arising from instructions received from a client in a given scenario.
- in relation to legal drafting, students have a specified period of time to draft a document or documents.

Finally, the Immigration Law and Intellectual Property Law optional modules at level 5, assess student participation in classes in the following ways. The assessment relates to: (a) 'voluntary contributions', which are volunteered responses to lecturer questions and comments (lecturers will adopt inclusive strategies, offering all students the opportunity to contribute to discussion in class) and (b) 'prepared contributions', which are responses to pre-assigned questions. Prior to class, specific questions relating to the next class topic will be identified. These specific questions will provide the basis for class discussion and will be assigned to individual students or small groups.

In these four modules, the students and teaching team maintain an assessment portfolio, where performance in relevant assessed activities is recorded. Assessment rubrics and grade descriptors are provided to students at the beginning of the year. The learning and assessment portfolios and rubrics as well as video recording of assessed activities, where appropriate, or attendance in class of a fellow member of the teaching team or fellow academic member of staff, allow for effective moderation. Where students have been unable to attend one or more of the assessed activities, they will be offered alternative opportunities for assessment (subject to appropriate mitigating circumstances being accepted where more than one assessed activities have been missed).

Benefits of assessment by student participation for student learning include increasing motivation, as students take responsibility for their own learning; active engagement during class, and the development of genuine staff-student partnership in the educational process; improvements in academic performance; the enhancement of critical thinking skills, as students are much better positioned to adopt a deep approach to learning and learn through interaction; respect for other learners' point of view; enhanced opportunities of learning as part of a group; the enhancement of oral and language communication skills; an enhanced capacity to critique the opinion of fellow learners' and that of members of the teaching team, in a collegial environment.

The process also simulates learning in the real world, where the acquisition and delivery of knowledge, and exercise of critical thinking and practical skills, is ongoing and progressive.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>Students will demonstrate an outstanding and highly advanced application and understanding of theoretical or methodological areas, and an original, critical and sophisticated approach.</p> <p>Criminal Evidence with Advanced Mooting and Advocacy: Students will demonstrate an outstanding application of theoretical and practical knowledge of the Law of Evidence, and appropriate critical thinking and mooting skills.</p> <p>Assessment by student participation: Human Rights Law (with Goldsmiths' Human Rights Clinic): Students will demonstrate an outstanding application of theoretical and practical knowledge of Human Rights Law, and related practical legal skills.</p> <p>SQE2: Practical Legal Skills in Context: Students will demonstrate an outstanding application of functioning legal knowledge, and related practical legal skills.</p> <p>Assessment by Student Participation (Applies to: Immigration Law, Intellectual Property Law): Students will demonstrate an outstanding application of theoretical and practical knowledge, and appropriate critical thinking skills, assessed on the basis of (a) 'voluntary contributions' (volunteered responses to lecturer questions and comments) and (b) 'prepared contributions' (responses to pre-assigned questions).</p> <p>Students' participation in seminars will be outstanding. They will engage with tasks set and class discussion extremely well. Written work will be of exceptional quality, in terms of argumentation, research skills and writing skills. The ability for self-reflection and the consolidation of learning from appropriate sources will be of the highest level. Through participation, students will extend knowledge and understanding of the themes/topics and methods introduced</p>

Mark	Descriptor	Specific Marking Criteria
		in class. They will work exceptionally well in groups, and demonstrate deep knowledge of preparatory reading.
70-79%	1st: First (Excellent)	<p>A first class performance demonstrating an excellent application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. At the higher end of the scale, students will demonstrate an advanced or sophisticated understanding and application of theoretical or methodological areas in critical, original and independent ways in relation to the module learning outcomes.</p> <p>Criminal Evidence with Advanced Mooting and Advocacy: A first class performance demonstrating an excellent application of theoretical and practical knowledge of the Law of Evidence, and appropriate critical thinking and mooting skills. At the higher end of the scale, students will demonstrate an advanced or sophisticated understanding and application of knowledge and critical thinking skills, and related mooting skills, marked against the following criteria: presentation and clarity of argument; courtroom manner and etiquette; ability to respond to judicial intervention; use of authorities; use of bundles and skeleton.</p> <p>Assessment by student participation: Human Rights Law (with Goldsmiths' Human Rights Clinic): A first class performance demonstrating an excellent application of theoretical and practical knowledge of Human Rights Law, and related practical legal skills. At the higher end of the scale, students will demonstrate an advanced or sophisticated understanding and application of knowledge and critical thinking skills, and related practical skills.</p> <p>SQE2: Practical Legal Skills in Context: A first class performance demonstrating an excellent application of functioning legal knowledge, and related practical legal skills. At the higher end of the scale, students will demonstrate an advanced or sophisticated understanding and application of knowledge and critical thinking skills, and related practical legal skills.</p>

Mark	Descriptor	Specific Marking Criteria
		<p>Assessment by Student Participation (Applies to: Immigration Law, Intellectual Property Law):</p> <p>A first class performance demonstrating an excellent application of theoretical and practical knowledge, and appropriate critical thinking skills, assessed on the basis of (a) 'voluntary contributions' (volunteered responses to lecturer questions and comments) and (b) 'prepared contributions' (responses to pre-assigned questions). At the higher end of the scale, students will demonstrate an advanced or sophisticated understanding and application of knowledge and critical thinking skills.</p> <p>Students will demonstrate excellent participation in seminars. They will engage with tasks set and class discussion very well. Written work will be of excellent quality, in terms of argumentation, research skills and writing skills. The ability for self-reflection and the consolidation of learning from appropriate sources will be of very high level. Through participation, students will help consolidate knowledge and understanding of the themes/topics and methods introduced in class. Students will work very well in groups, and will demonstrate excellent knowledge of preparatory reading.</p>
60-69%	2.1: Upper Second (Very good)	<p>A mark of 60-69% is awarded when candidates show consistency and fluency in discussing and evaluating appropriate reading from a range of sources (or bringing a range of reading to bear on analysis of an area). They will demonstrate an ability to relate this reading clearly to the examination/coursework topic and to structure their own essay. They will clearly have understood, assimilated and responded to the relevant literature. The written submission will demonstrate the effective application of appropriate knowledge, understandings and skills specified in the module learning outcomes.</p> <p>Criminal Evidence with Advanced Mooting and Advocacy: A mark of 60-69% is awarded when candidates show consistency and fluency in the application of theoretical and practical knowledge of the Law of Evidence, and appropriate critical thinking and mooting skills. They will demonstrate an ability to relate Criminal Evidence theory and jurisprudence to the mooting scenario and to structure the required</p>

Mark	Descriptor	Specific Marking Criteria
		<p>documentation. They will clearly have understood, assimilated and responded to the relevant literature. The oral and written submissions will demonstrate the effective application of appropriate knowledge and understanding of the Law of Evidence, and related critical thinking and mooting skills, marked against the following criteria: presentation and clarity of argument; courtroom manner and etiquette; ability to respond to judicial intervention; use of authorities; use of bundles and skeleton.</p> <p>Assessment by student participation: Human Rights Law (with Goldsmiths' Human Rights Clinic): A mark of 60-69% is awarded when candidates show consistency and fluency in the application of theoretical and practical knowledge of Human Rights Law, and related practical legal skills. They will demonstrate an ability to relate Human Rights Law theory and jurisprudence to issues examined in the clinic, and to structure the required documentation. They will clearly have understood, assimilated and responded to the relevant literature. The oral and written submissions will demonstrate the effective application of appropriate knowledge and understanding of Human Rights Law, and related practical legal skills.</p> <p>Marking criteria – SQE2: Practical Legal Skills in Context: A mark of 60-69% is awarded when candidates show consistency and fluency in the application of functioning legal knowledge, and related practical legal skills. They will demonstrate an ability to relate theory and jurisprudence to practical legal skills. They will clearly have understood, assimilated and responded to the relevant literature. The oral and written submissions will demonstrate the effective application of functioning legal knowledge, and related practical legal skills.</p> <p>Assessment by Student Participation (Applies to: Immigration Law, Intellectual Property Law): A mark of 60-69% is awarded when candidates show consistency and fluency in the application of theoretical and practical knowledge, and appropriate critical thinking skills, assessed on the basis of (a) 'voluntary contributions'</p>

Mark	Descriptor	Specific Marking Criteria
		<p>(volunteered responses to lecturer questions and comments) and (b) 'prepared contributions' (responses to pre-assigned questions). Students will demonstrate an ability to relate theory and jurisprudence to lecturer questions. They will clearly have understood, assimilated and responded to the relevant literature. The oral and written contributions will demonstrate the effective application of appropriate knowledge and understanding, and related critical thinking skills.</p> <p>Students will demonstrate very good participation in seminars. They will engage well with tasks set and will be open, and contribute, to class discussion. Written work will be of very good quality, in terms of argumentation, research skills and writing skills. Students will provide evidence of self-reflection and make a good effort to reinforce learning through appropriate materials and reading. Students will work well in groups. They will almost always carry out preparatory reading.</p>
50-59%	2.2: Lower Second (Good)	<p>A mark of 50-59% is awarded when there is evidence of knowledge and understanding, but where there is limited development of ideas and critical comment. The written submission will demonstrate an overall satisfactory application of knowledge, understandings and skills specified in the module learning outcomes. There will be reference to relevant reading, though not necessarily critical evaluation. Within these limitations there will be some indication that the candidate has grasped fundamental concepts in the field and the point of the question.</p> <p>Criminal Evidence with Advanced Mooting and Advocacy: A mark of 50-59% is awarded when there is evidence of application of theoretical and practical knowledge of the Law of Evidence, but there is limited development of ideas and critical thinking skills. The oral and written submissions will demonstrate an overall satisfactory application of knowledge and understanding of the Law of Evidence, and the application of related mooting skills. Within these limitations there will be some indication that the candidate has grasped fundamental concepts in the field and the mooting scenario, and has applied appropriate mooting skills, marked against</p>

Mark	Descriptor	Specific Marking Criteria
		<p>the following criteria: presentation and clarity of argument; courtroom manner and etiquette; ability to respond to judicial intervention; use of authorities; use of bundles and skeleton.</p> <p>Assessment by Student Participation: Human Rights Law (with Goldsmiths' Human Rights Clinic): A mark of 50-59% is awarded when there is evidence of application of theoretical and practical knowledge of Human Rights Law, but there is limited development of ideas and critical thinking skills. The oral and written submissions will demonstrate an overall satisfactory application of knowledge and understanding of Human Rights Law, and related practical legal skills. Within these limitations there will be some indication that the candidate has grasped fundamental concepts in the field and the issues examined in the clinic, and has applied related practical skills.</p> <p>SQE2: Practical Legal Skills in Context: A mark of 50-59% is awarded when oral and written submissions will demonstrate an overall satisfactory application of functioning legal knowledge, and related practical legal skills. Within these limitations there will be some indication that the candidate has grasped fundamental concepts in the field, and has applied appropriate practical legal skills.</p> <p>Assessment by Student Participation (Applies to: Immigration Law, Intellectual Property Law): A mark of 50-59% is awarded when there is evidence of application of theoretical and practical knowledge, but there is limited development of ideas and critical thinking skills. The oral and written contributions will demonstrate an overall satisfactory application of knowledge and understanding, and the application of related skills. Within these limitations there will be some indication that the candidate has grasped fundamental concepts when providing answers to lecturers' questions, assessed on the basis of (a) 'voluntary contributions' (volunteered responses to lecturer questions and comments) and (b) 'prepared contributions' (responses to pre-assigned questions).</p>

Mark	Descriptor	Specific Marking Criteria
		<p>Students will demonstrate good participation in seminars. They will make consistent attempts to carry out set tasks, and will quite often contribute to class discussions. Written work will be of good quality, in terms of argumentation, research skills and writing skills. Students will carry out good group work. They will be consistent in carrying out preparatory reading.</p>
40-49%	3rd: Third (Pass)	<p>A mark of 40-49% is awarded when a candidate provides some evidence that they have read recommended texts but shows that their understanding is limited or contradictory, and organisation of the essay is inadequate. The written work will demonstrate that the majority of the appropriate module learning outcomes are achieved to a satisfactory level. However, the point of the question is not fully grasped or knowledge for responding to the question is lacking. There is no critical evaluation of reading.</p> <p>Criminal Evidence with Advanced Mooting and Advocacy: A mark of 40-49% is awarded when a candidate provides some evidence of the application of theoretical and practical knowledge of the Law of Evidence, and appropriate mooting skills, but shows that these are limited or contradictory, and the organisation of the oral and written submission is inadequate. The oral and written submissions will demonstrate that the majority of the appropriate module learning outcomes are achieved to a satisfactory level. However, the point of the mooting scenario is not fully grasped or required knowledge is lacking. There will be no evidence of critical thinking and there will be scope for considerable improvement of appropriate mooting skills, marked against the following criteria: presentation and clarity of argument; courtroom manner and etiquette; ability to respond to judicial intervention; use of authorities; use of bundles and skeleton.</p> <p>Assessment by Student Participation: Human Rights Law (with Goldsmiths' Human Rights Clinic): A mark of 40-49% is awarded when a candidate provides some evidence of the application of theoretical and practical knowledge of Human Rights Law, and related practical legal skills, but shows that these are limited or contradictory, and</p>

Mark	Descriptor	Specific Marking Criteria
		<p>the organisation of the oral and written submission is inadequate. The oral and written submissions will demonstrate that the majority of the appropriate module learning outcomes are achieved to a satisfactory level. However, the point of the scenario examined in the clinic is not fully grasped or required knowledge is lacking. There will be no evidence of critical thinking and there will be scope for considerable improvement of related practical skills.</p> <p>SQE2: Practical Legal Skills in Context: A mark of 40-49% is awarded when a candidate provides some evidence of the application of functioning legal knowledge, and related practical legal skills, but shows that these are limited or contradictory, and the organisation of the oral and written submission is inadequate. The oral and written submissions will demonstrate that the majority of the appropriate module learning outcomes are achieved to a satisfactory level. However, the point of the relevant practical legal exercise is not fully grasped or required knowledge is lacking. There will be no evidence of critical thinking and there will be scope for considerable improvement of appropriate practical legal skills.</p> <p>Assessment by Student Participation (Applies to: Immigration Law, Intellectual Property Law): A mark of 40-49% is awarded when a candidate provides some evidence of the application of theoretical and practical knowledge, but shows that these are limited or contradictory, and the organisation of the oral and written contributions is inadequate. The oral and written contributions will demonstrate that the majority of the appropriate module learning outcomes are achieved to a satisfactory level. However, the issues raised by lecturers' questions are not fully grasped or required knowledge is lacking. There will be no evidence of critical thinking, and there will be scope for considerable improvement of appropriate skills, assessed on the basis of (a) 'voluntary contributions' (volunteered responses to lecturer questions and comments) and (b) 'prepared contributions' (responses to pre-assigned questions).</p>

Mark	Descriptor	Specific Marking Criteria
		<p>Students will demonstrate limited participation in seminars. They will make some attempt to carry out tasks set, although lack of attendance will reduce the capacity to achieve this. Written work will present significant weaknesses, in terms of argumentation, research skills and writing skills. There will be little attempt to critically evaluate issues or engage in discussions. Students will demonstrate limited capacity to work as a group member, in part due to lack of preparation. Does not carry out preparatory reading most of the times.</p>
25-39%	Fail	<p>A mark of 35-39% is awarded when there is some recognition of the question, but knowledge or understanding for responding to the question is lacking. The majority of the module learning outcomes are achieved from a poor to a satisfactory level. There is confusion and incoherence and unfocused comment on the literature.</p> <p>A mark of 30-34% is awarded when the majority of the module learning outcomes are not achieved. There is some recognition of the question but no clarity and no evidence of sufficient knowledge or understanding to respond to it.</p> <p>A mark of 29% or below is awarded when the vast majority of the module learning outcomes are not achieved and there is no recognition of the question nor of how it might be responded to.</p> <p>Criminal Evidence with Advanced Mooting and Advocacy: A mark of 35-39% is awarded when there is some recognition of the central issues in the mooting scenario, but knowledge or understanding, and appropriate mooting skills, for responding to it are lacking. The majority of the module learning outcomes are achieved from a poor to a satisfactory level. There is confusion and incoherence, and unfocused incorporation of Criminal Evidence theory and jurisprudence as well as unfocused application of appropriate mooting skills, marked against the following criteria: presentation and clarity of argument; courtroom manner and etiquette; ability to respond to judicial intervention; use of authorities; use of bundles and skeleton.</p>

Mark	Descriptor	Specific Marking Criteria
		<p>A mark of 30-34% is awarded when the majority of the module learning outcomes are not achieved. There is some recognition of the central issues in the mooting scenario, but no clarity and no evidence of sufficient knowledge or understanding, and appropriate mooting skills, to respond to it.</p> <p>A mark of 29% or below is awarded when the vast majority of the module learning outcomes are not achieved and there is no recognition of the central issues in the mooting scenario nor of how they might be responded to.</p> <p>Assessment by Student Participation: Human Rights Law (with Goldsmiths' Human Rights Clinic):</p> <p>A mark of 35-39% is awarded when there is some recognition of the central issues in the scenario examined in the clinic, but knowledge or understanding, and related practical skills, for responding to it are lacking. The majority of the module learning outcomes are achieved from a poor to a satisfactory level. There is confusion and incoherence, and unfocused incorporation of Human Rights Law theory and jurisprudence as well as unfocused application of related practical skills.</p> <p>A mark of 30-34% is awarded when the majority of the module learning outcomes are not achieved. There is some recognition of the central issues in the scenario examined in the clinic, but no clarity and no evidence of sufficient knowledge or understanding, and related practical skills, to respond to it.</p> <p>A mark of 29% or below is awarded when the vast majority of the module learning outcomes are not achieved and there is no recognition of the central issues in the scenario examined in the clinic nor of how they might be responded to.</p> <p>SQE2: Practical Legal Skills in Context:</p> <p>A mark of 35-39% is awarded when there is some recognition of the central issues in the relevant practical legal exercise, but knowledge or understanding, and appropriate practical legal skills, for responding to it are lacking. The majority of the module learning outcomes are achieved from a poor to a</p>

Mark	Descriptor	Specific Marking Criteria
		<p>satisfactory level. There is confusion and incoherence, and unfocused incorporation of theory and jurisprudence as well as unfocused application of appropriate practical legal skills.</p> <p>A mark of 30-34% is awarded when the majority of the module learning outcomes are not achieved. There is some recognition of the central issues in the practical legal exercise, but no clarity and no evidence of sufficient knowledge or understanding, and appropriate practical legal skills, to respond to it.</p> <p>A mark of 29% or below is awarded when the vast majority of the module learning outcomes are not achieved and there is no recognition of the central issues in the practical legal exercise nor of how they might be responded to.</p> <p>Assessment by Student Participation (Applies to: Immigration Law, Intellectual Property Law):</p> <p>A mark of 35-39% is awarded when there is some recognition of the central issues raised in lecturers' questions, but knowledge or understanding, and appropriate skills, for responding to them are lacking. The majority of the module learning outcomes are achieved from a poor to a satisfactory level. There is confusion and incoherence, and unfocused incorporation of theory, jurisprudence and skills, assessed on the basis of (a) 'voluntary contributions' (volunteered responses to lecturer questions and comments) and (b) 'prepared contributions' (responses to pre-assigned questions).</p> <p>A mark of 30-34% is awarded when the majority of the module learning outcomes are not achieved. There is some recognition of the central issues raised in lecturers' questions, but no clarity and no evidence of sufficient knowledge or understanding, and appropriate skills, to respond to them.</p> <p>A mark of 29% or below is awarded when the vast majority of the module learning outcomes are not achieved and there is no recognition of the central issues raised in lecturers' questions nor of how they might be responded to.</p>

Mark	Descriptor	Specific Marking Criteria
		<p>Students will have not been able to contribute to sessions and to work effectively with others. There will be little evidence of engagement. Written work will be of poor quality, in terms of argumentation, research skills and writing skills.</p>
10-24%	Bad fail	<p>A mark of 10-24% is awarded when none of the module learning outcomes are achieved and there is no recognition of the question nor of how it might be responded to.</p> <p>Criminal Evidence with Advanced Mooting and Advocacy: A mark of 10-24% is awarded when none of the module learning outcomes are achieved and there is no recognition of the question nor of how it might be responded to.</p> <p>Assessment by Student Participation: Human Rights Law (with Goldsmiths' Human Rights Clinic): A mark of 10-24% is awarded when none of the module learning outcomes are achieved and there is no recognition of related questions nor of how they might be responded to.</p> <p>SQE2: Practical Legal Skills in Context: A mark of 10-24% is awarded when none of the module learning outcomes are achieved and there is no recognition of the practical legal exercise nor of how it might be responded to.</p> <p>Assessment by Student Participation (Applies to: Immigration Law, Intellectual Property Law): A mark of 10-24% is awarded when none of the module learning outcomes are achieved and there is no recognition of the central issues raised in lecturers' questions nor of how they might be responded to.</p> <p>Students will have not been able to contribute to sessions and to work effectively with others. There will be little evidence of engagement. Written work will be of very poor quality, in terms of argumentation, research skills and writing skills.</p>
1-9%	Very bad fail	<p>A submission that does not even attempt to address the specified learning outcomes.</p> <p>Criminal Evidence with Advanced Mooting and Advocacy:</p>

Mark	Descriptor	Specific Marking Criteria
		<p>A submission that does not even attempt to address the specified learning outcomes.</p> <p>Assessment by Student Participation: Human Rights Law (with Goldsmiths' Human Rights Clinic): A submission that does not even attempt to address the specified learning outcomes.</p> <p>SQE2: Practical Legal Skills in Context: A submission that does not even attempt to address the specified learning outcomes.</p> <p>Assessment by Student Participation (Applies to: Immigration Law, Intellectual Property Law): Applies to: Immigration Law, Intellectual Property Law Contributions that do not even attempt to address the specified learning outcomes.</p>
0%	Non submission or plagiarised	<p>A categorical mark representing either the failure to submit an assessment or a mark assigned for assessment that demonstrates bad academic practice.</p> <p>Criminal Evidence with Advanced Mooting and Advocacy: A categorical mark representing either the failure to submit an assessment or a mark assigned for assessment that demonstrates bad academic practice.</p> <p>Assessment by Student Participation: Human Rights Law (with Goldsmiths' Human Rights Clinic): A categorical mark representing either the failure to engage with assessed activities, or a mark assigned for assessment that demonstrates bad academic practice.</p> <p>SQE2: Practical Legal Skills in Context: A categorical mark representing either the failure to take part in practical legal exercises or a mark assigned for assessment that demonstrates bad academic practice.</p> <p>Assessment by Student Participation (Applies to: Immigration Law, Intellectual Property Law):</p>

Mark	Descriptor	Specific Marking Criteria
		A categorical mark representing either the failure to make any contribution in lectures or a mark assigned for written work that demonstrates bad academic practice

How the programme is structured

At level 4, students take compulsory modules only. The 'Criminal Law Theory and Practice' and 'Public Law and the Human Rights Act' modules, as well as elements of the '21st Century Legal Skills' and 'English Legal System in a Global Context' modules will provide students with foundational knowledge in key criminal law, criminal justice and human rights issues. At the end of level 4, students in the LLB (Law) programme will be able to transfer to the specialist pathway, subject to there being additional places in it. They will not be able to join the pathway after that point. Students in the pathway can transfer to the LLB Law programme at any time, but will not be able to join the pathway again.

At level 5, LLB Law students will study compulsory modules to the value of 90 credits and will choose option modules to the value of 30 credits. Option modules must include at least 15 credits from a list of 'Law modules', and a maximum 15 credits from the list of 'Interdisciplinary modules'.

At level 6, these students will write a dissertation (30 credits) and will study option modules to the value of 90 credits. These 90 credits can be made exclusively of option modules in the list of 'Law modules', but students may choose to study a maximum 30 credits from the list of 'Interdisciplinary modules'. A total of 45 credits in Interdisciplinary modules can be studied as part of this programme. Students study 315 credits in Law modules.

At level 5, students on the LLB Law with Criminal Justice and Human Rights pathway will study compulsory modules to the value of 90 credits and will choose option modules to the value of 30 credits. Option modules must include at least 15 credits from an approved list of 'Interdisciplinary modules', such as Criminal Justice in Context (15 credits), Law and Contemporary Society (15 credits), Globalisation, Crime and Justice (15 credits)

At level 6, students will write a dissertation (30 credits) on a topic relating to Criminal Justice and/or Human Rights, and will study compulsory criminal justice and human rights modules to the value of 30 credits: Criminal Evidence (with Advanced Mooting and Advocacy) (15 credits), Human Rights Law or Human Rights Law (with Goldsmiths' Human Rights clinic) (15 credits).

At levels 5 and 6, students in the pathway will be grouped in seminars together. This is to allow for students to be paired with lecturers and tutors who have relevant specialisms, and who will tailor discussions and learning to pathway-relevant learning outcomes, including

the development of transferable skills relevant to criminal justice and human rights professions. Students in the pathway will also be grouped together in seminars in 'Interdisciplinary' modules delivered by other departments to ensure the cohesion and focus of the learning experience.

Students must choose at least 15 credits (but no more than 30 credits) from an approved list of Interdisciplinary optional modules such as Contemporary Issues in Criminology (30 credits), Prisons, Punishment & Society (15 credits), Psychology and Law (15 credits), Anthropology of Rights (15 credits), Media Law & Ethics (15 credits)

The remaining credits required (30-45) can be made up by optional modules in the following list: AI, Disruptive Technologies and the Law (15 credits), Art Law (15 credits), SQE2: Practical Legal Skills in Context (15 credits) Commercial Law and International Trade Agreements (30 credits), Company Law (15 credits).

Academic year of study 1 LLB (Hons) Law

Module Title	Module Code	Credits	Level	Module Status	Term
English Legal System in a Global Context	LA51004A	15	4	Compulsory	1-2
21 st Century Legal Skills	LA51001A	15	4	Compulsory	1-2
Criminal Law Theory and Practice	LA51003A	30	4	Compulsory	1-2
Contract Law	LA51002A	30	4	Compulsory	1-2
Public Law and the Human Rights Act	LA51005A	30	4	Compulsory	1-2

Academic year of study 2 LLB (Hons) Law

Module Title	Module Code	Credits	Level	Module Status	Term
European Union Law in the UK	LA52001A	30	5	Compulsory	-2
Tort	LA52003A	30	5	Compulsory	1-2
Land Law	LA52002A	15	5	Compulsory	1
Trusts	LA52004A	15	5	Compulsory	2
AND: (at least 15 credits (and up to 30 credits) of Law Optional Modules)					
Immigration Law	LA52005A	15	5	Optional	1
Intellectual Property Law	LA52006A	15	5	Optional	2

Module Title	Module Code	Credits	Level	Module Status	Term
AND: (if students have not chosen more than 15 credits of Law Optional Modules) 15 credits from an approved list of SO prefixed modules available from the Department of Sociology. A range of optional modules will be published annually which may include:					
Criminal Justice in Context	SO52112A	15	5	Optional	1
Law and Contemporary Society	SO52120A	15	5	Optional	2
Globalisation, Crime and Justice	SO52115A	15	5	Optional	2

Academic year of study 3 LLB (Hons) Law

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation	LA53001A	30	6	Compulsory	1-2
AND: Law Optional Modules to the value of 60-90 credits from the list below:					
Commercial Law and International Trade Agreements	LA53004A	30	6	Optional	1-2
AI, Disruptive Technologies and the Law	LA53002A	15	6	Optional	1
Art Law	LA53003A	15	6	Optional	2
Media Law & Ethics	MC53046A	15	6	Optional	1
Company Law	LA53005A	15	6	Optional	2
SQE2: Practical Legal Skills in Context	LA53009A	15	6	Optional	2
Criminal Evidence (with Advanced Mooting and Advocacy)	LA53006A	15	6	Optional	2
Human Rights Law	LA53008A	15	6	Optional	1
Human Rights Law (with Goldsmiths' Human Rights Clinic) (selected students) NB: students will only be able to take either 'Human Rights Law' or 'Human Rights Law with Goldsmiths' Human Rights Clinic, if they are selected for the latter. They can't take both.	LA53007A	15	6	Optional	1

Module Title	Module Code	Credits	Level	Module Status	Term
AND: (depending on how many Law Optional Modules are taken)30 credits from an approved list of SO (Sociology), AN (Anthropology) and PS (Psychology) prefixed modules. A range of optional modules will be published annually which may include:					
Contemporary Issues in Criminology	SO53159A	30	6	Optional	1-2
Anthropology of Rights	AN53039A	15	6	Optional	1
Prisons, Punishment and Society	SO53164A	15	6	Optional	1
Psychology and Law	PS53030B	15	6	Optional	1

NB1: At levels 5 and 6, students must choose an equal number of modules in terms 1 and 2

NB2: Some optional modules may not be available in a particular academic year.

Academic year of study 1 LLB (Hons) Law with Criminal Justice and Human Rights

Module Title	Module Code	Credits	Level	Module Status	Term
English Legal System in a Global Context	LA51004A	15	4	Compulsory	1-2
21st Century Legal Skills	LA51001A	15	4	Compulsory	1-2
Criminal Law Theory and Practice	LA51003A	30	4	Compulsory	1-2
Contract Law	LA51002A	30	4	Compulsory	1-2
Public Law and the Human Rights Act	LA51005A	30	4	Compulsory	1-2

Academic year of study 2 LLB (Hons) Law with Criminal Justice and Human Rights

Module Title	Module Code	Credits	Level	Module Status	Term
European Union Law in the UK	LA52001A	30	5	Compulsory	1-2
Tort	LA52003A	30	5	Compulsory	1-2
Land Law	LA52002A	15	5	Compulsory	1
Trusts	LA52004A	15	5	Compulsory	2
at least 15 credits (and up to 30 credits) from an approved list of SO prefixed modules available from the Department of Sociology. A range of optional modules will be published annually which may include:					
Criminal Justice in Context	SO52112A	15	5	Optional	1

Module Title	Module Code	Credits	Level	Module Status	Term
Law and Contemporary Society	SO52120A	15	5	Optional	2
Globalisation, Crime and Justice	SO52115A	15	5	Optional	2
OR: 15 credits of Law Optional Modules (to be taken with 15 credits of Interdisciplinary Optional Modules)					
Immigration Law	LA52005A	15	5	Optional	1
Intellectual Property Law	LA52006A	15	5	Optional	2

Academic year of study 3 LLB (Hons) Law with Criminal Justice and Human Rights

Module Title	Module Code	Credits	Level	Module Status	Term
Criminal Justice and Human Rights Dissertation	LA53	30	6	Compulsory	1-2
Criminal Evidence (with Advanced Mooting and Advocacy)	LA53006A	15	6	Compulsory	2
Human Rights Law	LA53008A	15	6	Compulsory	1
Human Rights Law (with Goldsmiths' Human Rights Clinic) (selected students) NB: students will only be able to take either 'Human Rights Law' or 'Human Rights Law with Goldsmiths' Human Rights Clinic, if they are selected for the latter. They can't take both.	LA53007A	15	6	Compulsory	1
AND: Students must choose at least 15 credits (but no more than 30 credits) from the following list of approved SO (Sociology), AN (Anthropology), MC (Media, Communications & Cultural Studies) and PS (Psychology) prefixed modules. A range of optional modules will be published annually which may include:					
Media Law & Ethics	MC53046A	15	6	Optional	1
Contemporary Issues in Criminology	SO53159A	30	6	Optional	1-2
Anthropology of Rights	AN53039A	15	6	Optional	1
Prisons, Punishment and Society	SO53164A	15	6	Optional	1
Psychology and Law	PS53030B	15	6	Optional	1

Module Title	Module Code	Credits	Level	Module Status	Term
AND: The remaining credits required (30-45) can be made up by optional modules in the following list					
AI, Disruptive Technologies and the Law	LA53002A	15	6	Optional	1
Commercial Law and International Trade Agreements	LA53004A	30	6	Optional	1-2
Art Law	LA53003A	15	6	Optional	2
Company Law	LA53005A	15	6	Optional	2
SQE2: Practical Legal Skills in Context	LA53009A	15	6	Optional	2

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

The LLB programme at Goldsmiths will draw upon, and further develop, a range of existing and emerging collaborations with employers and legal practice. The following can be mentioned indicatively:

Doughty Street Chambers, the Bar Human Rights Committee, Liberty, Bingham Centre for the Rule of Law, Fair Trials International, Reprieve, Redress, Joint Enterprise Not-Guilty by Association/JENGbA and the Centre for Criminal Appeals.

The Inns of Court, and in particular the Honourable Society of the Inner Temple

MPs, MEPs, NGO directors, leading Barristers, Judges, Solicitor Advocates, Compliance managers, Legal advisers at Select Committees

The capacity of the Law programme to develop strong links with potential employers is particularly mirrored in the recent appointment of some of the UK's foremost experts on criminal law and human rights as Visiting Professors, including Martha Spurrier, Executive Director of Liberty, the UK's leading human rights campaigning organisation; Kirsty Brimelow QC, Head of Doughty Street Chambers' international human rights team and Chairwoman of the Bar Human Rights Committee; Sir Geoffrey Nice QC, renowned for leading the prosecution of Slobodan Milošević and a leading figure on international criminal law, and Judge Donald Cryan, a Family Law judge and former Treasurer of the Inner Temple.

The range of placements on offer will reflect, and be sensitive to, the diverse professional development needs of our students.

Where placements are offered on a competitive basis, students will be chosen on academic merit.

The Law programme places particular emphasis on supporting applications that students will encounter during their professional journey, such as applications for placements and scholarships, as illustrated by a collaboration with the Honourable Society of the Inner Temple, which has a particular focus on how to apply to the Inner Temple's Pegasus Access and Support Scheme (PASS) programme.

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](#).