

MA Creative Writing and Education

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:** MA Creative Writing and Education**Name of Interim Exit Award(s):** Not applicable**Duration of Programme:** 1 year full-time or 2 years part-time**UCAS Code(s):** Not applicable**HECoS Code(s):**

(100459) Education Studies 60%

(100046) Creative Writing 40%

QAA Benchmark Group: Not applicable**FHEQ Level of Award:** Level 7**Programme accredited by:** Not applicable**Date Programme Specification last updated/approved:** July 2020**Home Department:** Educational Studies**Department(s) which will also be involved in teaching part of the programme:**

English and Comparative Literature

Programme overview

There is a growing interest in linking cultural sector practices to those of Education, to the benefit of both. This programme creates a valuable partnership across the Educational Studies department and the Creative Writing Team in the English and Comparative Literature department at Goldsmiths in collaboration with London-based cultural institutions. The collaboration with local cultural institutions will enable students on the programme to experience and contribute to the development of contemporary practices in creative writing and integrate theory, pedagogy and practice. Two of the compulsory modules, Teaching Creative Writing and Educational Research into Creative Writing are also offered as distance learning pathways, enabling students who cannot attend in person to benefit from these modules. The programme caters for life-long learners, teachers and educators who are keen to develop as both writers and educational practitioners. The MA Creative Writing and Education develops insights into creative writing practices that provide a critical perspective on relations and discourses of teaching and learning in contemporary education.

The programme enables students to establish and strengthen their identity as writers and educators in informal and formal learning contexts (e.g. Writing Workshop and project-based dissertation). They develop strong writing skills to a potentially publishable level and engage in sustained practical and theoretical research into writing practices. Practices of creative writing and practices of teaching and learning are brought into a productive relationship.

As part of the programme students rethink notions of writing pedagogy in a range of contexts, including local community sites. Students following the MA Creative Writing and Education programme may be given the opportunity to contribute to: creative writing workshops in schools, performance poetry workshops and events conducted by Apples and Snakes; poetry performances and sessions run by the Poetry Society; drama projects created by The Complete Works; writing projects developed by the English and Media Centre; writing workshops in a range of forms led by the Ministry of Stories; writing workshops and seminars led by First Story, and workshops run by the British Library.

Programme entry requirements

The MA Creative Writing and Education programme will be attractive to teachers and educators who are writers and/or are interested in developing as writers and exploring approaches towards creative writing. Candidates should have an undergraduate degree of at least second class standard in a relevant subject, and submit a portfolio of their creative or life writing. Their portfolio should include one, or a combination of items from the following list up to a maximum of 6,000 words: 1 or 2 short stories; 10-15 poems; 2 or 3 extracts from a novel; 2 or 3 extracts from non-fiction writing. If their first language is not English, candidates need a minimum score of 7.0 in IELTS (including 7.0 in the written element) or equivalent.

There are students currently studying on the PGCE English module who have a background in English and Creative Writing and would be interested in completing their Masters through the MA Creative Writing and Education route. Primary PGCE students with an interest in Creative writing have also been approached about the programme and are potentially interested in pursuing this line of study. These students would be given advanced standing on the programme for their PGCE Masters level credits and be exempt from the option module in the Educational Studies department in the summer term and the compulsory module Educational Research into Creative Writing in the autumn term if they successfully completed a research module at Masters level as part of their PGCE. Candidates may be working in cultural institutions in the local community and/or be interested in creative writing.

EU applicants Applications from EU students are welcomed, and all the major European qualifications are accepted. Overseas (non-EU) applicants Students from all countries are welcome to apply and will have to submit a portfolio of their creative or life writing.

Applicants will have the opportunity to engage in sustained educational research linked with local cultural institutions or schools. The offering of two core educational studies modules as distance learning pathways means that students across the world can participate in this course. Each application is considered on its individual merits.

Aims of the programme

The programme aim will offer students the opportunity to develop their own creative writing practices and explore a range of educational approaches towards creative writing. The MA Creative Writing and Education is aimed at current teachers working in schools who have a particular interest in writing and writing practices, and practising/emerging writers who have some experience or involvement in education but would like to improve their writing skills alongside developing their knowledge of writing pedagogy. The programme will enable students to develop creative writing skills to a potentially publishable level, participate in local cultural events as writers, and develop advanced theoretical and critical skills in creative writing pedagogy. The MA Creative Writing and Education programme builds on the seminal work of the National Association of Writers in Education (NAWE) and draws on the first specific Benchmark Statement for Creative Writing teaching and research in universities and colleges (2018).

The aims of the programme are for students to develop:

- Writing skills, whether in prose fiction, poetry, life-writing, script writing, non-fiction writing or multimodal composition;
- Awareness of the range of literary and cultural forms available to them, and progress in exploring what forms are most rewarding in their own work;
- Creative and critical understanding of their identity as writers and educators in informal and formal learning contexts;
- Critical and theoretical understanding of creative writing practices and pedagogies;
- Detailed knowledge and increased confidence in combining their skills as both writers and educators;
- This programme provides students with opportunities: to work with practicing and published Creative Writing lecturers and Education lecturers in collaboration with professionals working in local cultural institutions: British Library, Poetry Society, English and Media Centre, Apples and Snakes, Ministry of Stories, First Story, The Complete Works;
- To engage in creative and life writing workshops and research creative writing pedagogies in classrooms and cultural and educational settings;
- To reflect upon the changing nature of the relationship between creative writing and pedagogy, and to engage with writers and cultural institutions to explore corresponding critical and practical debates;

- To explore a growing interest in linking cultural sector practices to those of Education;
- To develop insights into creative writing practices that provide a critical perspective on relations of teaching and learning in contemporary education.

What you will be expected to achieve

By the end of the course students will be able to:

- Develop an advanced practical and theoretical knowledge of contemporary writing practices in relation to their own specialist practices as a writer and an educator.
- Apply creative writing practices and pedagogy in a range of educational contexts;
- Effectively conduct extended personal research.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Present an advanced and systematic knowledge and understanding of recent and relevant literature relating to writing practices, education, and educational research, and be able to demonstrate a critical awareness of current problems and/or new insights at the forefront of this field;	Workshop in Creative and Life Writing; Teaching Creative Writing; Educational Research into Creative Writing; Project-Based Dissertation
A2	Have an awareness and knowledge of a range of literary and cultural forms and develop a critical and comprehensive understanding of what forms are most rewarding in their own work and of the techniques applicable to research into writing practices;	Workshop in Creative and Life Writing; Teaching Creative Writing; Project-Based Dissertation
A3	Have detailed knowledge and an advanced understanding of the relationship between creative writing practices and pedagogies and develop critiques of the relevant methodologies, practices and pedagogies.	Teaching Creative Writing; Educational Research into Creative Writing; Project-Based Dissertation

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Conceptualise and present complex critical and reflective commentary about their own creative writing practice and its development within local cultural institutions;	Workshop in Creative and Life Writing; Project-Based Dissertation
B2	Develop new insights into creative writing practices that provide a critical perspective on relations of teaching and learning in contemporary educational contexts;	Workshop in Creative and Life Writing; Teaching Creative Writing; Educational Research into Creative Writing; Project-Based Dissertation
B3	Be able to critically analyse and interpret theories that underpin a range of approaches towards creative writing and pedagogy.	Workshop in Creative and Life Writing; Teaching Creative Writing; Educational Research into Creative Writing; Project-Based Dissertation

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Develop a critical awareness of their capability as a creative writer and teacher;	Workshop in Creative and Life Writing; Teaching Creative Writing; Educational Research into Creative Writing; Project-Based Dissertation
C2	Demonstrate originality in the application of specialist skills and techniques in a chosen form of writing, whether in prose fiction, poetry, life-writing or non-fiction writing;	Workshop in Creative and Life Writing; Project-Based Dissertation
C3	Develop an advanced practical and theoretical knowledge of contemporary writing practices in relation to their own specialist practices as a writer and an educator.	Teaching Creative Writing; Educational Research into Creative Writing; Project-Based Dissertation

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	High level skills in organising and managing creative writing portfolio tasks and theoretical assignments;	Workshop in Creative and Life Writing; Teaching Creative Writing;

Code	Learning outcome	Taught by the following module(s)
		Educational Research into Creative Writing; Project-Based Dissertation
D2	Advanced skills in critically analysing and evaluating creative writing practices and pedagogy;	Workshop in Creative and Life Writing; Teaching Creative Writing; Educational Research into Creative Writing; Project-Based Dissertation
D3	The ability to systematically and creatively apply creative writing practices and pedagogy in a range of educational contexts;	Teaching Creative Writing; Educational Research into Creative Writing; Project-Based Dissertation
D4	In-depth reflective and evaluative skills upon professional practice;	Workshop in Creative and Life Writing; Teaching Creative Writing; Educational Research into Creative Writing; Project-Based Dissertation
D5	The ability to work creatively and imaginatively within the constraints of designated projects;	Workshop in Creative and Life Writing; Project-Based Dissertation
D6	The facility to effectively conduct extended personal research and, where appropriate, to propose new hypotheses.	Educational Research into Creative Writing; Project-Based Dissertation

How you will learn

The MA Creative Writing and Education has created partnerships across institutions in London through working in collaboration with local schools and charities, Open Book, the British Library, Poetry Society, English and Media Centre, Apples and Snakes, Ministry of Stories and First Story. These institutions have all been approached and responded with positive interest, and some, more recently with firm agreement, about collaboration with Goldsmiths to provide opportunities and sites for performance of work in progress. The involvement of these institutions will add both a local and national/international appeal to the programme: Apples and Snakes is a successful local institution based at Deptford that works with performance poets and schools nationwide; the Poetry Society and English and Media Centre are keen to support a programme that works across education and creative writing; First Story and Ministry of Stories will offer opportunities to develop local community-based writing projects. The British Library involvement will enhance the educational research opportunities of students on the MA Creative Writing and Education programme. However, all teaching on the programme, apart from occasional guest seminars, will be the responsibility of the programme team, and all questions of module design and assessment are in the control of Goldsmiths.

The collaboration with the cultural institutions is viewed as a way that students on the MA Creative Writing and Education will be able to build on the writing skills developed in the Creative and Life Writing workshop and examine approaches towards writing in a range of cultural contexts. Those students learning by the distance pathway learning option will be offered a chance to collaborate online with these institutions and others. These cultural institutions work with teachers, educators and young people on a variety of writing projects and as part of the project-based dissertation students on the MA Creative Writing and Education will be given the opportunity to collaborate more closely with one of these cultural institutions.

This programme creates a valuable partnership across the Educational Studies and English and Comparative Literature departments. The percentage split for the teaching of the MA Creative Writing and Education will be 60% in the Educational Studies department and 40% in the English and Comparative Literature department.

How you will be assessed

Assessment for the compulsory module Workshop in Creative and Life Writing in the English and Comparative department is by submission of one piece of writing. This comprises of a piece or pieces of creative writing, life-writing or non-fiction writing plus a critical account of how the student has structured and developed their work. The creative writing portfolio includes a critical commentary.

Assessment for the compulsory module Teaching Creative Writing in the Educational Studies department is by submission of an assignment. Students are expected to write a creative piece which teaches a targeted audience about an issue or issues and/or promotes a pedagogy. This piece is accompanied by a commentary which explores why the piece was written and what issues it was aiming to teach about which could include analysis of contemporary writing practices, writing pedagogy, and the student's own experience as writers and educators. The assessment therefore forms an important and integral part of the learning process as it helps students to develop their creativity and clarify their ideas about education.

Assessment for the compulsory module Educational Research into Creative Writing in the Educational Studies department is by the submission of an assignment. Students are expected to gain knowledge and understanding of research and theoretical concepts in the field of creative writing. The assignment will support the development of stronger links with local cultural institutions and study of contemporary writing practices in the community and schools.

Assessment of the project-based dissertation across the Educational Studies and English and Comparative Literature departments is by the submission of a piece of writing. This

could include a piece or pieces of creative writing, life-writing or non-fiction writing linked with a small-scale research study into creative writing practices.

Assessment of the option module in the Educational Studies department is by submission of an assignment in which students are expected to apply the theoretical concepts under discussion to issues in teaching and learning, usually from their own experience.

In order to avoid the duplication of assessment within the programme, students are informed that they must not use substantially the same material in more than one piece of work submitted for assessment, whether in an examination or assessed essay or dissertation. Relevant information on examination guidelines is made available in the department handbooks for postgraduate students. With regard to the appropriate choice of topics for assessed work, students are advised to consult module convenors, seminar tutors or personal tutors for further information.

ASSESSING KNOWLEDGE AND UNDERSTANDING

Summative assessment is by submission of a portfolio of creative writing with critical commentary, and written assignments. The final project-based dissertation will enable students to develop their ability to carry out and write up a research project to completion, and demonstrate a range of relevant knowledge, skills and understanding. They will draw not only on the taught sessions about research methods, but also on the knowledge and understanding gained during the rest of the MA programme.

ASSESSING THINKING (COGNITIVE/INTELLECTUAL) AND PRACTICAL (INCLUDING SUBJECT-SPECIFIC) SKILLS

These skills are evaluated across the programme through the requirement to produce a portfolio of creative writing as part of the Workshop in Creative and Life Writing and the project-based dissertation. The programme will enable students to develop creative writing skills to a potentially publishable level, participate in local cultural events as writers, and develop advanced theoretical and critical skills in creative writing pedagogy.

ASSESSING TRANSFERABLE SKILLS

Collaboration and co-operative work with local cultural institutions forms an integral part of the programme and will be evaluated through participation in the sessions and workshops and development of students as both creative writers and educators. The project-based dissertation will be an assessment of students' ability to work creatively and imaginatively within a designated project and evaluate creative writing practice.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	<p>Department of Educational Studies: General assessment criteria for written work: [Exceptional] is awarded to candidates who show evidence of outstanding relevant reading and a highly advanced grasp of current major issues in the field. This knowledge will have been reviewed critically with insight, independence and originality of thought. Arguments and the presentation of evidence will demonstrate highly sophisticated reasoning and be exceptionally clear, well- focused and cogent, considered to be of quality suitable for publication. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to an exceptionally outstanding level.</p> <p>English and Comparative Literature Department: Criteria for Creative Writing: [Exceptional] is awarded when candidates show evidence of an outstanding ambition and execution in their writing, extensive relevant reading and reflective insight. This knowledge will have been reviewed critically with independence of thought and executed professionally. Arguments and the presentation of evidence will demonstrate sophisticated reasoning and be exceptionally clear, well-focused and cogent.</p>
70-79%	Distinction	<p>Department of Educational Studies: General assessment criteria for written work: [Excellent] is awarded when candidates show evidence of extensive relevant reading and an advanced grasp of current major issues in the field. This knowledge will have been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence will demonstrate sophisticated reasoning and be clear, well-focused and cogent. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to an excellent level.</p> <p>Department of English and Comparative Literature: Criteria for Creative Writing: [Excellent] is awarded when candidates show evidence of an excellent ambition and execution in their writing, extensive relevant reading and reflective insight. This knowledge will have been reviewed critically with independence of thought and executed professionally.</p>

Mark	Descriptor	Specific Marking Criteria
		Arguments and the presentation of evidence will demonstrate sophisticated reasoning and be exceptionally clear, well-focused and cogent.
60-69%	Merit	<p>Department of Educational Studies: General assessment criteria for written work: [Good] is awarded when candidates show consistency and fluency in discussing and evaluating evidence and theories drawn from a wide range of sources. They will demonstrate an ability to relate this reading to their particular educational field and will clearly have understood and assimilated the relevant literature. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to a very good extent.</p> <p>Department of English and Comparative Literature: Criteria for Creative Writing: [Good] is awarded when candidates show consistency and fluency in developing ideas, character, dialogue, form and language. The candidate is able to analyse their aims and practice. They will demonstrate an ability to relate their reading to their writing, and will clearly have understood and assimilated the relevant literature.</p>
50-59%	Pass	<p>Department of Educational Studies: General assessment criteria for written work: 50%-59% is awarded when there is clear evidence of knowledge and understanding but where there may be little development of ideas, critical comment or methodology. There will be reference to relevant reading, though not necessarily extensive. Within these limitations there will be indications that the student has grasped fundamental concepts and procedures in the field. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module adequately.</p> <p>Department of English and Comparative Literature: Criteria for Creative Writing: 50%-59% is awarded when there is clear evidence of knowledge and understanding but where there may be limited development of ideas, character, dialogue, form, language or critical comment. There may be uncertainty in the candidate's ability to shape and control their creative writing or in their ability to analyse their aims and practice. Within these limitations there will be indication that the candidate has grasped adequately fundamental concepts and techniques in the field.</p>

Mark	Descriptor	Specific Marking Criteria
30-49%	Fail	<p>Department of Educational Studies: General assessment criteria for written work: 30%-49% [Fail] indicates a fail when candidates do not satisfy the examiners that they have read and understood the essential texts of the course and when there are weak and inaccurate answers to questions. There may be confusion and incoherence and unfocused comment on the literature. Candidates will not have demonstrated achievement of the specific learning outcomes of the module.</p> <p>Department of English and Comparative Literature: Criteria for Creative Writing: 30%-49% [Fail]. At this level of study, a creative writing submission may show adequate knowledge of the syllabus but fail on grounds of inadequate relevance to the question/topic; it may be relevant and well-informed but incoherent in expression and argument; it may lack a grasp of fundamental concepts and techniques and may lack coherence and conviction.</p>
10-29%	Bad fail	<p>Department of Educational Studies: General assessment criteria for written work: 10%-29% [Bad Fail] represents a significant overall failure to achieve the course learning outcomes, reading is limited or restricted to non-academic texts and key concepts are inadequately discussed.</p> <p>Department of English and Comparative Literature: General assessment criteria for written work: 10%-29% [Bad Fail]. At this level of study, an essay or dissertation answer may show adequate knowledge of the syllabus but fail on grounds of inadequate relevance to the question/topic; it may be fluently argued but lack adequate evidence of the student having understood the work set for the module; or it may be relevant and well-informed but incoherent in expression and argument.</p>
1-9%	Very bad fail	1%-9% [Very Bad Fail] indicates a submission that does not attempt to address the module learning outcomes. It shall be deemed a non-valid attempt.
0%	Non submission or plagiarised	Failure to submit or a plagiarised assessment.

How the programme is structured

The programme is available in full-time (one year) and part-time (two years) modes.

Students must have passed all the taught elements of the programme before they enrol on the dissertation module.

Full-time mode

Module Title	Module Code	Credits	Level	Module Status	Term
Workshop in Creative and Life Writing	EN71084A	30	7	Compulsory	1
Teaching Creative Writing	ED71144C	30	7	Compulsory	2
Educational Research into Creative Writing	ED71145C	30	7	Compulsory	2
EITHER: Project-Based Portfolio/Dissertation (based in the department of Education Studies)	ED71146B	60	7	Compulsory	2,3
OR: Project-Based Portfolio/Dissertation (based in the department of English and Comparative Literature)	EN71146B	60	7	Compulsory	2,3
Optional modules to the value of 30 CATS from an annually approved list	Various	30	7	Optional	1,3

Part-time mode

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Workshop in Creative and Life Writing	EN71084A	30	7	Compulsory	1
Teaching Creative Writing	ED71144C	30	7	Compulsory	2
Optional modules to the value of 30 CATS from an annually approved list	Various	30	7	Optional	1,3

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Educational Research into Creative Writing	ED71145C	30	7	Compulsory	2
EITHER: Project-Based Portfolio/Dissertation (based	ED71146B	60	7	Compulsory	2,3

Module Title	Module Code	Credits	Level	Module Status	Term
in the department of Educational Studies)					
OR: Project-Based Portfolio/Dissertation (based in the department of English and Comparative Literature)	EN71146B	60	7	Compulsory	2,3

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. Those learning by distance learning pathways will be offered this same support via online platforms. 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. Those learning by distance pathway will participate in online discussions and online tutorials, interacting where possible with in-person students. 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 programme provides and enhances continuing professional development in creative writing for educators and teachers, opening up opportunities to work with local cultural institutions and schools, and enriching current professional practice.

A survey in 2010 (Who's prepared to teach school English?) showed that few PGCE English trainees (6 in the survey) had qualifications in Creative Writing and with new developments in schools this is definitely a gap in the market. Creative Writing is now part of English GCSE and A Levels but few English teachers have qualifications in this area of study. In addition, creativity is a key concept in the National Curriculum (2007) and there has been a recent drive to encourage schools to invite practising writers into schools.

This MA would also be attractive to writers who are working in educational settings.

The programme enables students to develop strong writing skills to a potentially publishable level and engage in sustained practical and theoretical research into writing practices. The MA Creative Writing and Education forges important links with local cultural institutions that

can lead to new job opportunities and experiences working in a range of educational contexts.

The MA Creative Writing and Education programme aims to provide a transformative experience, generating knowledge and stimulating self- discovery through creative, radical and intellectually rigorous thinking and practice. It will develop particular Goldsmiths graduate attributes and is underpinned by the following values, styles and skills:

- Creative and artistic thinking that enables freedom of thought and expression and develops articulacy;
- Independent and radical thought that encourages students to think differently and challenge the norms;
- Passion and engagement which leads to students becoming more socially aware, flexible, and able to work in a team;
- Confidence in communicating with others and developing critical and analytical skills to enable excellent research and practice.

The requirements of a Goldsmiths degree

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 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. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

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

Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends

beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

Classification

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

Distinction – 70%+

Merit – 60-69%

Pass – 50-59%

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

Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits 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](#).