

MA Designing 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 Designing Education

Name of Interim Exit Award(s): Not applicable

Duration of Programme: 1 year full-time

UCAS Code(s): Not applicable

HECoS Code(s): (100048) Design

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: July 2018

Home Department: Design

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

Indicative Option departments: Educational Studies; Institute for Creative and Cultural Entrepreneurship; Anthropology; Institute of Management Studies

Programme overview

The MA Designing Education is unique internationally as it enables students to explore the relationship between critical design thinking and critical pedagogy in order to uncover new areas for learning and teaching practice. The programme re-visits and re-invigorates pedagogical practice through engaging with diverse fields of enquiry such as social justice, 21st century education and sustainable futures, in order to better understand how these may contribute to diverse learning contexts. The MA supports learning in three key ways:

- It allows for complimentary prior learning through an articulation process
- It develops understanding of how to design education through engagement with individual curriculum areas, educational systems and local government agendas
- It maximises access to international research expertise through practice based research

The three **Compulsory** modules are structured and delivered to facilitate a blend of online, face-to-face and independent modes of study. Module 1 (Critical & Radical Pedagogies)

focuses on a pedagogy of questioning and a pedagogy of possibility, so that differing stakeholder views of learning can be validated. We explore this 'pedagogy of possibility' as a way forward for the design of education, seeking to rethink learning practices that focus on how we might live our lives, how social justice might be supported through education and how diverse international perspectives can contribute to designing education. Module 2 (Spaces & Practices of Education) explores design thinking and creativity in a range of contexts and environments, both real and virtual, specifically focusing on the concept of distributed learners. By undertaking fieldwork in a range of informal learning environments, students research how to design learner-centred activities. Module 3 (Independent Research Project) focuses on a range of methods and processes to carry out independent research. This module explores the means through which we know about - and find out about - all aspects of designing education. We examine research paradigms, explore methodologies, create new research tools, analyse and present data in new ways for the purposes of specific clients and audiences. Students identify a field of enquiry relevant to their own professional educational context and develop this as a project that forms the basis for a publishable/public-facing outcome.

The **Options** Modules offer a complimentary learning experience that allow students to select up to 4 modules from selected departments in Goldsmiths organised into the following themes: Management and Leadership, Innovation, Inclusion, Culture.

Programme entry requirements

Entry requirements are based upon experience in an educational, training or leadership context with evidence of a commitment to furthering their practice as an educator. Candidates will normally be expected to have a degree in a related field – education, design, management, innovation – or equivalent professional experience.

If required, English language proficiency equivalent to an IELTS score of 6.5 with a 6.5 in writing and no element lower than 6.0.

Aims of the programme

- To develop a systematic understanding of designing thinking as a combination of methods and mindsets that enables us to creatively explore opportunities for learner engagement in a range of professional practice contexts
- To critically read and interpret pedagogical paradigms and apply this to everyday learning contexts
- To develop a heightened ability to explore underlying thinking, refine generalisations and problematise in forming argument

- To enrich interaction with research projects and to make informed proposals
- To develop the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations and the independent learning ability required for CPD
- To develop intellectual courage, perseverance and humility within a self-selected field of enquiry

What you will be expected to achieve

By the end of the programme students who are fully engaged will have developed and be able to apply the following:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	An enhanced and in-depth understanding of designing and learning as personal, social, cultural and economic phenomena.	Spaces and Practices of Education Critical and Radical Pedagogies
A2	The ability to debate designing and learning as influences on our culture.	Option modules
A3	A detailed knowledge of frameworks for understanding and reconceptualising the processes of and interconnections between designing and creativity in educational contexts.	Spaces and Practices of Education
A4	Understanding the nature of designing and of learning as processes.	Spaces and Practices of Education
A5	Understanding how these processes relate to creativity and ideation and how they are influenced and supported by different pedagogies.	Critical and Radical Pedagogies
A6	Understanding how these processes are enacted educationally, socially and personally, how they interact and how they may be evaluated.	Spaces and Practices of Design; Critical and Radical Pedagogies
A7	Knowledge of research purposes, approaches and paradigms and how these can be applied within researching designing and learning.	Independent Research Project

Code	Learning outcome	Taught by the following module(s)
A8	Being able to apply knowledge and understanding of design and learning through new approaches to pedagogy, practice or research.	Independent Research Project Critical and Radical Pedagogies

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The ability to discover weaknesses in positions and approaches and fault-find procedures.	All modules
B2	The ability to critique, review, analyse and debate alternative perspectives.	All modules
B3	Clarify issues, conclusions or beliefs within relevant contexts.	All modules
B4	Develop criteria for evaluation by clarifying values and standards.	Independent Research Project
B5	Distinguish relevant from irrelevant facts and recognise contradictions.	All modules
B6	Explore implications and consequences of ideas, approaches and proposals.	Independent Research Project
B7	Develop a personal perspective by creating and exploring alternative ways of thinking.	Spaces and Practices of Education

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	An enriched awareness of research as a process.	Independent Research Project
C2	The ability to debate the meaning of research 'data' in these contexts, to create and interpret these data so as to better understand the details of a specific designing, teaching or learning event.	All modules
C3	In-depth reflective and evaluative skills in the context of professional education practice.	Independent Research Project
C4	An enhanced capability in the improvement of others' creative practice.	Spaces and Practices of Education

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	High-level skills in organising and managing practice and theoretical assignments, including time-management skills.	Independent Research Project All modules
D2	Advanced skills in identifying, selecting, critically analysing, evaluating and utilising different kinds of data.	Independent Research Project All modules
D3	Critical application of theoretical learning by identifying and utilising appropriate approaches, media and technologies.	Critical and Radical Pedagogies Spaces and Practices of Education
D4	The ability to present and communicate advanced specialist information to other peers, professionals and students.	Independent Research Project All modules
D5	The facility to effectively conduct extended personal research.	Independent Research Project
D6	Advanced skills of scholarship and review.	All modules
D7	The ability to operate creatively and imaginatively within the constraints of designated tasks and activities.	Spaces and Practices of Education Option modules

How you will learn

This MA uses a blended learning mode of learning that combines face-to-face and online activities. For example, online activity is introduced before a face-to-face class in the form of reading materials and other artefacts, providing opportunities for students to conduct further research. You may then spend class time in small groups to deepen this learning through collaborative enquiry-based activities. Or you might remotely join a face-to-face conversation via web conferencing tools. This balance between online and face-to-face components, and the integration of other methods, focuses on the needs of learners and the context within which the learning is implemented. For example, in a professional practice setting you might choose to engage other colleagues in an online personal learning network (PLN). In essence, the programme aims to increase engagement by enabling learning, thinking and conversation across multiple spaces and over time.

Core lectures and seminars will highlight key aspects of the subject and provide the content and framework for group seminars. Content and research material for these sessions will be provided in advance of the session. Flexible modes of study will include use of the VLE for

lectures and seminars. Students will also have opportunities to access sessions on the Department visiting speaker programme.

Presentation forums will provide students with opportunities to display and/or present their work that reflects the development of their knowledge and understanding. These forums are structured to provide an exploratory arena for constructive feedback.

Individual tutorials will provide students with opportunities for engaging with more in-depth feedback on their progress. These will usually take place following a presentation forum.

Gallery, exhibition and fieldwork will be planned and timed according to individual module programmes and will provide students with opportunities to experience new developments in the field.

How you will be assessed

The MA Designing Education utilises a range of complementary assessment methods and strategies. These have been devised to appropriately assess the range of learning outcomes above. Each module has its own specific outcomes and assessment methods that have been informed by those presented below. The programme aims to make assessment sustainable where students develop understanding that assessment is about them rather than done to them and should link in with wider networks of support in College. The following assessment methods and strategies reflect the range a student can expect over the whole programme, depending on individual preferences and choices.

Presentation forums give students opportunities to select and present aspects of their work for peer feedback.

Critical and reflective statements that are enabled through group seminars and individual tutorials. These statements usually accompany a process-based portfolio of work that is focused on a specific practice-based field of enquiry that evidences exploratory thinking and research. The statements give students an opportunity to express the development of their knowledge and understanding through completion of the module and are usually attached to an option module.

Essays will be set by individual module tutors and some of these will have an 'equivalent word count' attached to them (ie the written text will form a part of the submission and will be accompanied by other specified material). The essays vary in length according to the module credits and are assessed formatively through tutorials before final submission.

The independent research project can either be submitted in the form of a dissertation or a portfolio, made outcome and report. Project work is assessed formatively through individual tutorials.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	The student has produced an exceptionally accomplished piece of work and exhibited an exceptional grasp of the knowledge, understanding and skills described in the learning outcomes. They have applied this to produce highly ambitious and original work of exceptional quality for Masters level. Concepts and theories have been highly imaginatively used to generate and then build work of exceptional depth, highly considerate of the practicalities of use/reception. The methods and processes used to produce the work show an extremely high level of exploration and imaginative and meaningful connections backed up with highly thorough and appropriate research. Risks - considered and apposite - have been taken at a number of points in the production of the work to find exceptionally original and meaningful outcomes. The work has been communicated and presented in an extremely clear and impressively engaging way. Time and resources have been managed in an exemplary way through the full module of the project. All of this adds up to an exceptionally accomplished piece of work, executed to an extremely high standard.
70-79%	Distinction	The student has exhibited an excellent grasp of the knowledge, understanding and skills described in the learning outcomes and has applied this to produce ambitious and original work of excellent quality for Masters level. Concepts and theories have been imaginatively used to generate and then build work of considerable depth, considerate of the practicalities of use/reception. The methods and processes used to produce the work show a very high level of exploration and imaginative and meaningful connections backed up with thorough and appropriate research. Risks – considered and apposite - have been taken at a number of points in the production of the work to find original and meaningful outcomes. The work has been communicated and presented in an extremely clear and engaging way. Time and resources have been extremely well managed through the full module of the project. All of this adds

Mark	Descriptor	Specific Marking Criteria
		up to a highly accomplished piece of work that is executed to a very high standard.
60-69%	Merit	A good piece of work which shows that the student has a good grasp of the knowledge, understanding and skills specified in the learning outcomes and is able to apply them to produce work of some ambition and originality. Concepts and theories have been used in producing the work and the practicalities of use/reception have been considered. The methods and processes used to produce the work show that the student has explored and entertained different possibilities throughout the project and developed the project with some imagination. A good amount of research has been used to find and substantiate work. Time and resources have been well managed through the module of the project. The work produced is of a good technical standard.
50-59%	Pass	A competent piece of work that shows that the student has a fair grasp of the knowledge, understanding and skills described in the Modules' learning outcomes and has made a reasonable attempt to apply them in producing the work. Although concepts and theories have been used to produce the work there is an awkwardness in the way they are brought through in practical application. The context of use/reception has been partially considered in the work. The methods and processes used to develop the work are competent but lack adventure. Research is adequate but lacks breadth and/or depth or is not totally appropriate to the task. The project has been adequately managed and the work produced is technically competent.
30-49%	Fail	The work may not be without merit but is not of Masters level. The knowledge, understanding and skills described in the Modules' learning outcomes for the most part have not been attained. The work is deficient in the way theories and concepts have been used and applied in practice and it evidences minimal development. The work has been poorly executed and shows little in the way of ideas and imagination.
10-29%	Bad fail	The work is not of masters level. The knowledge, understanding and skills described in the Modules' learning outcomes have not have been attained. Materials and processes do not demonstrate a level of expertise commensurate with that necessary for the coherent articulation of the visual idea/concept. The work has been presented with

Mark	Descriptor	Specific Marking Criteria
		errors and inconsistencies and shows little evidence of technical competence.
1-9%	Very bad fail	Work has been submitted but is too insubstantial to merit a bad fail.
0%	Non submission or plagiarised	Non-submission or plagiarism

How the programme is structured

The programme is organised to facilitate both a range of cohorts and flexible modes of study. Students complete the programme in 1 academic year. Compulsory modules focus on fundamental ideas, skills and understandings and option modules provide breadth through personalised learning opportunities. The Independent Research Project enables students to consolidate their learning by focusing on a self-initiated research project.

Mapping Learning Outcomes

Consistent with the above, selection of the 60 CATs of option modules provides opportunities for individualised learning. Accordingly, the specific learning outcomes (LO) of the option modules may differ from student to student. The underpinning principle is that they contribute to the programme level LO and are contextualised through the Compulsory module learning. The choice of options is, therefore, guided by selecting equivalent modules (and associated LO) that fit the following educational themes:

- Management and Leadership
- Innovation
- Inclusion
- Culture

The diagram below shows the overall structure of the MA Designing Education programme.

Learning Focus: Designing Research	60 CATS
Module Title: Independent Research Project (60 credits)	
Assessed:	
	Level 7

<p>Project presentation and project document (4,000 word contextual report, or a 12,000 word report or research document)</p>	
<p>Learning Focus: Designing Pedagogy</p>	<p>60</p>
<p>Module Title:</p> <p>Critical and Radical Pedagogies (30 credits)</p> <p>Assessed:</p> <p>6000 word (or equivalent) critical reflection</p> <p>Module Title:</p> <p>Spaces and Practices of Education (30 credits)</p> <p>Assessed:</p> <p>6000 word (or equivalent) portfolio</p>	<p>CATS</p> <p>Level 7</p>
<p>Learning Focus: Pedagogical Practice</p>	<p>60</p>
<p>Module themes:</p> <ul style="list-style-type: none"> • Management and Leadership • Innovation • Inclusion • Culture <p>Option modules up to a total of 60 CATS (any combination of 30 and 15 credit modules)</p> <p>Assessed:</p> <p>Option module assignments totaling 12,000 words or equivalent</p> <p>Indicative Goldsmiths Options</p> <ul style="list-style-type: none"> • DS73006A International and Cultural Perspectives on Design (15 credits) • IM71010A Innovation Case Studies (15 credits) • ED71137B Progressive Leadership and Mentoring (30 credits) • ED71098B Race, Culture and Education (30 credits) • ED71089A Masculinities and Femininities in Education (30 credits) • Option modules are made available from a list of optional modules provided annually by the departments of Education, Institute of 	<p>CATS</p> <p>Level 7</p>

Management Studies, the Institute of Creative and Cultural Entrepreneurship, and Anthropology	
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The programme is structured to facilitate a full-time mode of study.

Module Title	Module Code	Credits	Level	Module Status	Term
Critical and Radical Pedagogies	DS71076B	30	7	Compulsory	1, 2 or 3
Spaces and Practices of Education	DS71077B	30	7	Compulsory	1, 2 or 3
Independent Research Project	DS71072C	60	7	Compulsory	1, 2 or 3
Optional modules to the value of 60 CATS made available from a list of optional modules provided annually by the Department.	Various	60	7	Compulsory	1, 2 or 3

This programme may be offered with different collaborative partners and the term in which modules are scheduled may vary as a result. Details of the scheduling of the modules will be agreed with the partner and set out in the programme handbook.

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 Design Department produces graduates of a consistently high calibre, including many who have become leaders in the creative industries and educational professions in a number of countries.

Employability and transferable skills are incorporated in postgraduate programme and module learning outcomes. The MA also enables students to undertake research in professional placements to enhance employability. We offer live projects with partners such as the V&A and the Design Museum. These kinds of experiences enhance employability and provide networking opportunities. Career profiles are illustrated on our web pages.

This programme also aims to support students in developing the five overarching categories of skills as outlined by the 'Goldsmiths Graduate Attributes' model in the following ways:

Problem solving skills how and where

1. Critical and analytical skills (taught by all modules)

Students will be encouraged to creatively and critically engage in debates relating to contemporary learning in the context of their own professional field, demonstrating an advanced level of conceptual thinking. There is emphasis on a critical and analytic approach to conducting research and producing outcomes across all teaching formats (lectures, seminars, workshops, critiques), and linked to the learning outcomes of compulsory and option modules.

2. Adaptability (taught by all modules)

The programme fosters versatility in students by giving the choice between practice based and written work as methods of assessment for each module, offering different critical and analytic opportunities. The programme encourages students to adapt to the rich complexity of research settings and the particular challenges they offer. The programme supports responsiveness to social, ethical, environmental and financial conditions as well as the ability to adapt to emerging (digital) media and business models.

3. Flexibility (taught by all modules)

Flexibility is developed in a similar way to adaptability. In addition, as the students progress through the programme they will develop flexible process of research, testing and

conceptual prototyping, together with ongoing critique and reflection, emerging practitioners will hone their individual creativity, whilst acquiring skills for innovation.

4. Numeracy and literacy (taught by all modules)

Literacy is emphasised throughout the course through the production and analysis of research data, assignments required for assessment in the various compulsory and option modules.

5. Creativity (taught by all modules)

Creativity is core to this programme and is linked to critical and analytic skills throughout, in both practice-based and written work. Creativity is fostered in relation to questioning and critiquing theoretical perspectives; inventive and creative approaches to applied research material as well as creative interventions and outcomes.

Business and entrepreneurial skills

1. Commercial awareness (taught by all modules)

The programme reviews how best to build a financially sustainable practice/research.

2. Computer literacy (taught by all modules)

The programme supports the development of computer literacy through the implementation of emerging digital media. Practically, students will be using computers as part of their day-to-day design work including presentations, reports, communications and writing. Students will also be required to use Goldsmiths VLE.

3. Networking skills (taught by all modules)

The acquisition of networking skills during the programme will play out in the following ways: the practical ability to identify and source relevant research; the ability to contact other professionals; participate in the post-graduate culture of the design department; opportunities to undertake option modules; opportunities to collaborate with peers; participate in group discussion and feedback; opportunities to meet and discuss work with invited speakers.

4. Initiative (taught by all modules)

Initiative is supported and encouraged in all areas of the programme through identifying and undertaking research, formulating inventive research techniques and methods, reviewing

and analysing relevant literature and the initiative to link theoretical perspectives with practice-based work.

5. Negotiation skills (taught by all modules)

Specifically students are invited to negotiate their approach to assessment through the assignment briefs. They are also required to collaborate in peer groups on mini-assignments and tasks. Students are expected to situate their independent research project in an aspect of professional practice and this is supported by individual negotiations within that context.

6. Interpersonal skills (taught by all modules, specifically; Methods and Processes for Research and Practice; Independent research Project)

Interpersonal skills will be practiced in relation to the undertaking of: research in a specific social setting, or research interactions as well as participation in group seminars and critiques. Compulsory modules encourage group-work and collaborative outcomes will also be encouraged. As such, interpersonal skills will be developed throughout the programme.

7. Teamwork (taught by all modules)

The programme provides various opportunities for teamwork including group based seminars and workshop sessions, collaborative research efforts as well as public events.

8. Leadership skills (taught by all modules)

The programme will support the development of leadership skills in relation to group-based seminar and workshop sessions. In addition students will be encouraged to leadership in their field of education, through innovation in practice and presentation.

9. Diplomacy (taught by all modules)

Students will be asked to respond to each other's work throughout the programme. In doing so they will be encouraged to practice sensitivity and diplomacy in providing critical reflection on other students work.

10. Social skills (taught by all modules)

Students are encouraged to interact with each other as peers throughout the programme and to form interdisciplinary learning networks with the wider student population. Informal learning opportunities that encourage social engagement in exploring London will be actively encouraged.

11. Empathy (taught by all modules, specifically; Methods and Processes for Research and Practice; Independent research Project)

The programme encourages students' empathy in interactions with fellow students and research settings as well as a commitment to socially and ethically responsible outcomes for producers, users and stakeholders. Empathy is assumed to be a critical aspect of all interventions and outcomes.

Intrapersonal skills

1. Planning and organisational skills (taught by all modules)

Skills associated with devising, planning and organising practice-based outcomes will be practiced in all modules. Planning and organisational skills will also be fostered as students manage the undertaking and delivery of assessed work.

2. Time management (taught by all modules)

See Planning and organisational skills.

3. Reflection (taught by all modules)

Students will be encouraged to reflect critically on their own work and that of their fellow students throughout all modules in the programme.

4. Self-motivation (taught by all modules)

5. Insight (taught by all modules)

Communication skills

1. Articulacy (taught by all modules)

Students will develop various approaches to articulating design proposals and outcomes, articulating outcomes of their research as well as skills associated with how related outcomes materially and visually embody meaning. Articulacy will also be practiced in written work, tutorials and oral presentations conducted throughout the programme.

2. Presentation skills (taught by all modules)

The development of presentation skills subtends the programme as a whole with regular oral presentations of design research and designed outcomes to their peer group as well as presentation skills associated with engagements with research and other settings.

3. Networking (taught by all modules)

See previous networking section.

4. Self-marketing (taught by all modules)

Invited professional practitioners provide insight into the various career pathways and how self-marketing might be achieved in relation to students' particular interests. Self-marketing is also an implicit aspect of the programme where students acquire the ability to clearly articulate their research and outcomes and position their work within the broader context of their professional design worlds and society as a whole.

5. Persuasiveness (taught by all modules)

This will be practiced through oral and visual presentations throughout the programme. Students will develop the ability to present arguments for innovative concepts with clarity and confidence.

6. Emotional intelligence (taught by all modules)

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](#).