

MA Understanding Domestic Violence and Sexual Abuse

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 Understanding Domestic Violence and Sexual Abuse

Name of Interim Exit Award(s):

Postgraduate Certificate in Understanding Domestic Violence and Sexual Abuse

Postgraduate Diploma in Understanding Domestic Violence and Sexual Abuse

Duration of Programme:

Face to face on-campus programme – one year full-time or two years part-time

Distance Learning route – two years part-time

UCAS Code(s): Not applicable

HECoS Code(s): (100495) Counselling

QAA Benchmark Group: Counselling and Psychotherapy

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: December 2020

Home Department: Social, Therapeutic and Community Studies

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

Not applicable

Programme overview

The MA Understanding Domestic Violence and Sexual Abuse, is unique and represents the first programme to apply psycho-social perspectives to the field. The programme synthesises psychodynamic, systemic, cognitive behavioural and social theories to critically examine abusive behaviour and the impact of being abused. The programme focuses on looking at practice and research from these theoretical perspectives and will consider abusiveness and its impact in different international, cultural and social contexts from childhood to older age.

This MA is intended for graduates, or those with equivalent experience (for example, those who have professional qualifications or extensive experience of working in the fields) from

health and social care, practitioners in the psychological therapies and third sector workers from specialist abuse services. It is particularly apposite for people wanting to increase their grasp of the interplay between mental distress, domestic violence and sexual abuse.

The programme may be studied in one of two formats – either on campus or as a distance learning programme via the VLE. The on-campus delivery of the programme will be in blocks of 3 days making use of Saturdays where appropriate to make the study more accessible to working adults. The distance learning delivery will provide structured and guided study throughout the programme. Both methods of delivery will make use of the VLE so that students from either mode can make use of opportunities to link via the forums, webinars and through the programme blog. Individual modules on the programme will be available (on-campus or via distance learning) as part of a continuing professional development plan for psychological therapists and other workers in the field.

This programme does not form part of any accredited training or qualification but provides opportunities for continuous professional development for those already working in related fields. Students are enabled to relate their work experience with individual module content, and this dynamic interaction between the learning and working environments is an inherent part of the programme, which is fully supported by continuous dialogue between staff and students and the completion of reflective logs.

Programme entry requirements

The programme is designed to take applicants with academic backgrounds alongside those with significant professional experience. All applicants would normally have, or be expected to gain, a first degree of at least second class or equivalent. Applicants may be eligible for admission if they do not meet this criterion but have professional qualifications or relevant work experience, which will be assessed via the application submission and the interview. Examples of relevant areas of professional experience, training or study might be: nursing, social work, education, police, probation/prison services, counselling and psychotherapy. Candidates would be expected to have at least one year's experience of work in public, voluntary/third sector or the private sector in related fields.

Applicants whose first language is not English are required to have a minimum score of 6.5 in IELTS (International English Language Testing System) as administered by the British Council.

It is expected that all applicants will be working in or have a professional interest in the subject area. The individual modules for credit or continuing professional development hours would be suitable for applicants who have an equivalent academic or experience level, which will be detailed in the information for each module when it is advertised. All

students undertaking individual modules for credit or continuing professional development hours will be expected to take an online introduction to the module in preparation to the start of teaching.

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 a variety of qualifications for entry can be presented. Each application is considered on its individual merit.

Aims of the programme

Students will be provided with a sound basis in theoretical knowledge and current research which will develop their current work and increase their potential for further advancement in the field. This involves combining critical thinking and training in relevant research methods with a sound underpinning of the theory and research pertaining to this field of work.

Students will:

- Develop a critical understanding of the unique synthesising psychodynamic, systemic, cognitive behavioural and social theories to examine the impact of being abusive or being abused.
- Develop a critical understanding of the issues around working with different client groups and using different forms of intervention.
- Develop the ability to design and carry out research and present it publicly to address these issues clearly, precisely and accurately.
- Be provided with an introduction and overview to a number of different types of intervention.

What you will be expected to achieve

Students who successfully complete the Postgraduate Certificate in Understanding Domestic Violence and Sexual Abuse will:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate conceptual and methodological knowledge and awareness of the key concepts and debates in the study of domestic violence and sexual abuse, including new approaches within the field.	<p>Module 2 – Theories, Research and Policy – Domestic Violence and Sexual Abuse</p> <p>Module 3 – Professional Perspectives and Reflective Practice</p> <p>Module 4 – Dissertation</p> <p>Module 5 – Working with children in the context of domestic violence and sexual abuse</p> <p>Module 6 – Working with adults in the context of domestic violence and sexual abuse</p> <p>Module 7 – Adolescents as Victims and Perpetrators</p> <p>Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth</p> <p>Module 9 – Group Work: Power, Identity and Conflict</p>
A2	To synthesise and critically analyse socio-cultural and psychological perspectives in relation to specific theoretical approaches and texts across the range of field of topics followed in chosen option modules.	<p>Module 3 – Professional Perspectives and Reflective Practice</p> <p>Module 5 – Working with children in the context of domestic violence and sexual abuse</p> <p>Module 6 – Working with adults in the context of domestic violence and sexual abuse</p> <p>Module 7 – Adolescents as Victims and Perpetrators</p> <p>Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth</p> <p>Module 9 – Group Work: Power, Identity and Conflict</p>

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Critically reflect on the appropriateness of socio-cultural and psychological concepts, theories and methodologies based on the results of research practice.	Module 2 – Theories, Research and Policy – Domestic Violence and Sexual Abuse Module 3 – Professional Perspectives and Reflective Practice Module 4 – Dissertation Module 6 – Working with adults in the context of domestic violence and sexual abuse Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth Module 9 – Group Work: Power, Identity and Conflict
B2	The ability to summarise arguments of varying degrees of complexity.	Module 3 – Professional Perspectives and Reflective Practice Module 4 – Dissertation Module 6 – Working with adults in the context of domestic violence and sexual abuse

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Understand ethical issues relating to research and practice within the field.	Module 1 – Research Methods Module 3 – Professional Perspectives and Reflective Practice Module 4 – Dissertation Module 5 – Working with children in the context of domestic violence and sexual abuse Module 6 – Working with adults in the context of domestic violence and sexual abuse Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth

Code	Learning outcome	Taught by the following module(s)
		Module 9 – Group Work: Power, Identity and Conflict

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	The ability to manage self-directed learning that demonstrates a competence required for continuous autonomous professional development.	Module 3 – Professional Perspectives and Reflective Practice Module 4 – Dissertation
D2	To understand the importance of and have the ability to engage with teamwork, leadership and networking with the multi-professional teams working within a variety of agency contexts.	Module 3 – Professional Perspectives and Reflective Practice Module 5 – Working with children in the context of domestic violence and sexual abuse Module 6 – Working with adults in the context of domestic violence and sexual abuse Module 9 – Group Work: Power, Identity and Conflict

In addition to the above students completing the Postgraduate Diploma in Understanding Domestic Violence and Sexual Abuse will:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Synthesise, crucially analyse and assess the literature and the development of the field of domestic violence and sexual abuse and its relationship with the disciplines of psychodynamic, systemic, cognitive behavioural and social theories.	Module 3 – Professional Perspectives and Reflective Practice Module 4 – Dissertation Module 5 – Working with children in the context of domestic violence and sexual abuse Module 6 – Working with adults in the context of domestic violence and sexual abuse Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth

Code	Learning outcome	Taught by the following module(s)
		Module 9 – Group Work: Power, Identity and Conflict

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Systemically, creatively and critically engage in debates relating to the main themes in the analysis of domestic violence and sexual abuse in original and imaginative ways.	Module 2 – Theories, Research and Policy – Domestic Violence and Sexual Abuse Module 3 – Professional Perspectives and Reflective Practice Module 5 – Working with children in the context of domestic violence and sexual abuse Module 6 – Working with adults in the context of domestic violence and sexual abuse Module 7 – Adolescents as Victims and Perpetrators Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth Module 9 – Group Work: Power, Identity and Conflict
B2	Develop in interdisciplinary thinking through establishing creative connections between socio-cultural and psychological concepts, theories and methodologies.	Module 3 – Professional Perspectives and Reflective Practice Module 5 – Working with children in the context of domestic violence and sexual abuse Module 6 – Working with adults in the context of domestic violence and sexual abuse Module 7 – Adolescents as Victims and Perpetrators Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Critically engage socio-cultural and psychological concepts, theories and methodologies relevant to contemporary understanding of domestic violence and sexual abuse and demonstrate intellectual engagement with these theories and methods.	Module 2 – Theories, Research and Policy – Domestic Violence and Sexual Abuse Module 3 – Professional Perspectives and Reflective Practice Module 4 – Dissertation Module 5 – Working with children in the context of domestic violence and sexual abuse Module 6 – Working with adults in the context of domestic violence and sexual abuse Module 7 – Adolescents as Victims and Perpetrators Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth Module 9 – Group Work: Power, Identity and Conflict

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	The ability to communicate with a variety of audiences, within the changing political and social landscapes faced by agencies working in this area.	Module 3 – Professional Perspectives and Reflective Practice Module 5 – Working with children in the context of domestic violence and sexual abuse Module 6 – Working with adults in the context of domestic violence and sexual abuse Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth

In addition to the above, students completing the MA Understanding Domestic Violence and Sexual Abuse will:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Distinguish and appraise appropriate research methodologies, their potential applicability and their possible limitations.	Module 1 – Research Methods Module 2 – Theories, Research and Policy – Domestic Violence and Sexual Abuse Module 3 – Professional Perspectives and Reflective Practice Module 4 – Dissertation Module 5 – Working with children in the context of domestic violence and sexual abuse Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth
A2	The ability to develop the emotional intelligence and empathy required to understand the different viewpoints when working with perpetrators and victims across different multi-disciplinary perspectives.	Module 3 – Professional Perspectives and Reflective Practice Module 5 – Working with children in the context of domestic violence and sexual abuse Module 6 – Working with adults in the context of domestic violence and sexual abuse Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth Module 9 – Group Work: Power, Identity and Conflict

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The ability to evaluate and assess a range of socio-cultural and psychological research methods.	Module 3 – Professional Perspectives and Reflective Practice Module 4 - Dissertation

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Adapt concepts and methods flexibly and imaginatively to pursue future specific aims relating to employment, advancement or further research linked to the study of domestic violence and sexual abuse.	Module 3 – Professional Perspectives and Reflective Practice Module 6 – Working with adults in the context of domestic violence and sexual abuse Module 7 – Adolescents as Victims and Perpetrators
C2	Systemically, creatively and critically engage in debates relating to the models of assessment, intervention and treatment (including the psychological impact and a range of psychosocial interventions).	Module 2 – Theories, Research and Policy – Domestic Violence and Sexual Abuse Module 5 – Working with children in the context of domestic violence and sexual abuse Module 7 – Adolescents as Victims and Perpetrators Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth Module 9 – Group Work: Power, Identity and Conflict

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	The ability to produce and present written work or a high quality, following conventions of scholarship required for publication.	Module 4 – Dissertation
D2	The ability to access relevant data in relation to research and use various software programmes to produce written work and presentations.	Module 3 – Professional Perspectives and Reflective Practice Module 5 – Working with children in the context of domestic violence and sexual abuse Module 6 – Working with adults in the context of domestic violence and sexual abuse Module 8 – The Impact of Trauma - Distress, Resilience and Post-Traumatic Growth

Code	Learning outcome	Taught by the following module(s)
D3	Design and develop a research project using primary or secondary sources in order to evaluate political, socio- cultural and psychological concepts, theories and methodologies in the study of domestic violence and sexual abuse through the application of research methods appropriate to the topic of the project.	Module 1 – Research Methods Module 2 – Theories, Research and Policy – Domestic Violence and Sexual Abuse Module 3 – Professional Perspectives and Reflective Practice Module 4 – Dissertation

How you will learn

The department uses a variety of teaching strategies — lectures, seminars, groupwork, individual and group tutorials, role-play, online activities (including flipped lectures, forums, wikis and interactive presentations) and workshops. The combination of teaching modes is determined by the nature of the module. Learning and teaching strategies are detailed in relation to the specific modules. Students will find them on module outline proposals and in the programme handbook. The following is an overview of teaching and learning on the programme.

1. In most areas of this programme a variety of approaches are used to reflect the nature of the subject and the need for students to develop their own variety of facilitation methodologies.
2. In more practical and facilitation-based modules the primary approach is that of a participatory workshop supported by lectures and guided reflective discussion.
3. In contextual and theoretical areas lectures form the main teaching strategy supported and consolidated by student presentations in seminars and by group discussions.
4. The College online learning environment, learn.gold, will be used across the programme for both on-campus students and distance learning students. All students will have access to learning materials and to a range of discussion forums and chatroom groups outside the physical classroom. Podcasts online materials, webinars and interactive content will also form a key part of teaching and learning.
5. The final dissertation will be supported by individual and group dissertation supervision after initial introductory lecture.
6. Support for independent study is provided by the library and electronic resources in the Information Services Building, the University of London Senate House Library, and by the Audio Library within the department which holds a large collection of specialised material unavailable elsewhere. Audio-visual media are used strategically in the programme.

7. To allow flexibility of part-time study for those in employment some on-campus modules will be offered in blocks and on some Saturdays.

How you will be assessed

In order to gain the awards students are required to undertake and pass all compulsory and the required number of option modules on the programme.

Achievement of outcomes is assessed with regard to:

- the marking criteria (as below);
- the particular assessment criteria identified for each given module (see module outlines);
- the requirements of the specific essay, assignment, presentation or examination answer undertaken.

Coursework submitted for formative assessment will be returned with an advisory classification; summative assessment is assigned a percentage mark.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	A mark in the 80s or even the 90s will be awarded in the case of really accomplished work, it will also have an excellent or original line of argument that can be followed very easily, demonstrating high levels of scholarship and originality, although grades in the 90s should be reserved for work deemed to be outstanding, and of publishable quality.
70-79%	Distinction	Overall the work shows evidence of an excellent structure to the work and rigorous analytical research in its conceptualisation; an excellent level of response to the set tasks; the conceptual coherency of the work is strong and ideas are researched and deployed within a clearly defined contextual framework. The work shows ample evidence of sustained academic enquiry and critical reflection, draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks.
60-69%	Merit	Overall evidence of a very good level of response to the set tasks; the structure and conceptual coherency of the work is good and ideas are researched and evaluated within a defined

Mark	Descriptor	Specific Marking Criteria
		contextual framework. The work shows evidence of sustained academic enquiry, critical reflection and draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks.
50-59%	Pass	Overall mainly adequate level of response to the set task; the structure and the conceptual coherency of the work is largely adequate. Ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework. The work shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills and critical reflection but inconsistently employed.
30-49%	Fail	Overall the work may not be without merit but not Masters standard: the work lacks a clear structure or framework; the concepts in question are realised inappropriately or under-developed; it shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, and critical reflection is inconsistently employed.
10-29%	Bad fail	Overall inadequate level of response to the set task; the work is confused or poorly organised; does not utilise a sufficient range of critical and reflective thinking; level of analysis is not always appropriate or consistent. The range of sources in the work is very limited, there is little interpretation and it lacks breadth or awareness of a contextual framework. Research involved in the writing of coursework or the dissertation will be poorly organised and inadequately discussed.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

Students wishing to obtain a Masters are required to successfully complete 180 credits at Masters level. This will entail completing all the compulsory modules (totaling 135 credits)

and 3 optional modules (totaling 45 credits). The following table below indicates the compulsory and optional modules that make up the programme.

The on-campus programme can be taken over one year (full time) or two years (part time). The distance learning programme is two years (part-time).

On-campus programme

Full-time mode

Students undertake four compulsory modules (including the Dissertation) and three optional modules.

Part-time mode

Students undertake CU71076B and CU71078B in year 1 and a maximum of two optional modules.

Year 2 Part time: students take CU71077A and CU71079A and any remaining optional modules (to satisfy completion of 3 optional modules in total over 2 years).

Module Title	Module Code	Credits	Level	Module Status	Term
Theories, Research and Policy – Domestic Violence and Sexual Abuse (Part time Year 1)	CU71076B	30	7	Compulsory	1 and 2
Research Methods (Part time Year 2)	CU71077A	15	7	Compulsory	1
Group Work: Power, Identity and Conflict (Part time Year 1)	CU71078B	30	7	Compulsory	1 and 2
Dissertation (Part time Year 2)	CU71079A	60	7	Compulsory	1, 2, 3
Working with Children in the Context of Domestic Violence	CU71080A	15	7	Optional	1 or 2
Working with Adults in the Context of Domestic Violence and Sexual Abuse	CU71081A	15	7	Optional	2 or 3
Adolescents as Victims and Perpetrators	CU71082B	15	7	Optional	2 or 3

Module Title	Module Code	Credits	Level	Module Status	Term
The Impact of Trauma - Distress, Resilience and Post-traumatic Growth	CU71086A	15	7	Optional	2 or 3

Distance Learning programme

Students undertake Theories, Research and Policy – Domestic Violence and Sexual Abuse and Group work: power, identity and conflict in year 1 and one optional module. In year 2 they take modules Research Methods and Dissertation and two optional modules.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Theories, Research and Policy – Domestic Violence and Sexual Abuse	CU71105B	30	7	Compulsory	12
Group Work: Power, Identity and Conflict	CU71100B	30	7	Compulsory	12
AND: One of the following 4 optional modules:					
Working with Children in the Context of Domestic Violence	CU71080A	15	7	Optional	8
Working with Adults in the Context of Domestic Violence and Sexual Abuse	CU71081A	15	7	Optional	8
Adolescents as Victims and Perpetrators	CU71082B	15	7	Optional	8
The Impact of Trauma - Distress, Resilience and Post-traumatic Growth	CU71086A	15	7	Optional	8

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Research Methods	CU71101A	15	7	Compulsory	8
Dissertation	CU71099A	60	7	Compulsory	12
AND: Two of the following 4 optional modules:					

Module Title	Module Code	Credits	Level	Module Status	Term
Working with Children in the Context of Domestic Violence	CU71080A	15	7	Optional	8
Working with Adults in the Context of Domestic Violence and Sexual Abuse	CU71081A	15	7	Optional	8
Adolescents as Victims and Perpetrators	CU71082B	15	7	Optional	8
The Impact of Trauma - Distress, Resilience and Post-traumatic Growth	CU71086A	15	7	Optional	8

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

It is expected that a number of professionals will use either the module credit or the degree to supplement their CPD portfolios, which are a requirement for the majority of these professionals. For workers with extensive experience this programme (or its constituent modules) will provide a sound basis in theoretical knowledge and current research which will help them develop their current work and increase their potential for further advancement in the field.

The UK has developed recognised forms of intervention in this field that have an international application and relevance. Issues regarding domestic violence and sexual abuse have an international public health and human rights dimension, which makes the programme internationally relevant.

The conceptual underpinning of the programme provides a strong basis for working with other forms of abuse, oppression, violence as well as other marginalised and vulnerable groups.

For those graduates who are not professionally trained but wish to move into working in this field, this programme would offer a sound basis for applying for professionally accredited training in a number of fields or working in fields as a non-qualified worker.

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.

Progression and interim exit awards

Full-time students are expected to pass all taught components in one extended year (September to September). Students will be required to pass all other assessments except for the dissertation at the summer exam board before being allowed to submit their dissertation in the September.

Part-time students will normally be expected to pass modules totaling a minimum 60 credits in order to progress for both distance learning and on-campus programmes.

For the Postgraduate Certificate to be awarded, modules to the value of 60 credits (30 of which must be compulsory) will have been passed.

For the Postgraduate Diploma to be awarded, modules to the value of 120 credits (60 of which must be compulsory) will have been passed.

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](#).