BA (Hons) 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: BA (Hons) Education

Name of Interim Exit Award(s): Not applicable

Duration of Programme: 3 years full-time or up to 6 years part-time

UCAS Code(s): X390

HECoS Code(s): (100459) Education Studies

QAA Benchmark Group: Education Studies

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: October 2022

Home Department: Educational Studies

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

Not applicable Connected Curriculum Delivery Team

Programme overview

This degree will develop knowledge of the education system in the UK and beyond. Students will enter into key debates about policy issues with a focus on social justice and equality, and understand education from a multidisciplinary perspective.

The programme is designed to promote understanding and critical reflection on the role of education in diverse societies and how the system continues to be shaped by social, political and economic factors. There is an emphasis on what counts as knowledge; the interrelationship between education, the individual and society and the tensions that can arise in a system that advocates education for all but mediates against the full participation of some groups. This emphasis on inclusion is a unique quality of the degree and a sound preparation for employment in this area.

There is a strong creativity strand that permeates the programme and reflects the department's expertise in visual and performing arts. Students who are interested in employment in the creative industries, with a focus on education will benefit strongly from this degree.

Programme entry requirements

Our standard entry requirements are:

A-level: BBC
BTEC: DMM
IB: 31 Points, HL655
Access: 60 credits overall with some distinctions and merits in related subject.
IELTS: 6.0 with a 6.0 in writing and no element lower than 5.5

Applicants with arts, social studies, humanities or science backgrounds are eligible for admission to the BA (Hons) Education Studies degree programme. However, there is not an assumption that candidates have studied any aspect of education prior to entry. Applicants without A-levels will be given serious consideration if they have other evidence of ability – for example, successful completion of a BTEC, GNVQ/AVCE, CACHE Access or Certificate module in a related area. Mature students (aged over 21) who may have non-traditional educational backgrounds and students educated outside the United Kingdom are welcomed to apply.

Aims of the programme

The BA (Hons) Education degree is a full time, 3-year programme of study. The programme aims to meet the changing needs of those who intend to work within education – in the widest sense of the word. The very nature of education continues to evolve and change. This degree is a response to the move to increasing flexible career paths and will equip students with the appropriate skills and understanding required to be successful in their career in whatever sphere of 'education' it is pursued. Within the programme the student will explore in increasing depth and sophistication what the concept of education means and how this is, and has been, shaped by political, social, cultural and historical contexts. Within this, the student will explore the central role of creative processes at an individual and societal level. Specifically, the programme aims to enable the student to acquire, develop and apply:

- knowledge of a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate their understanding of education and the contexts within which it takes place;
- a broad and balanced knowledge and understanding of the principle features of education in a wide range of contexts;
- an understanding of fundamental questions concerning the aims and values of education and its relationship to society;
- an appreciation of the problematic nature of educational theory, policy and practice;

- the capacity to interrogate educational processes in a wide variety of contexts;
- the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner;
- a range of qualities including intellectual independence and critical engagement with evidence.

What you will be expected to achieve

A key feature of this programme is an intellectually rigorous study of educational processes, the significance of cultural, political and historical contexts, including issues of social justice. These are explored in an explicit manner within the individual modules that comprise the compulsory modules in year 1. In Y2 of the programme the options chosen will relate to intended career paths (where known) enabling students to develop apposite knowledge and understanding. Each module requires the student to engage in critical reflection and explore issues raised from a number of different perspectives thus realising the aims of the programme.

Each module individually and the programme as a whole will provide opportunities to analyse educational issues systematically, evaluate education policy in an informed and systematic way, accommodate to new principles and new knowledge and apply key principles to the study of educational systems.

Increasingly through Y1 and Y2 the student will draw upon contemporary research, culminating in a personal research project in Year 3. This research component is supported by the compulsory year 2 module Introduction to Social and Cultural Research, which introduces students to the methods and principles underpinning educational Research. In Y3, the research project will be informed by current concerns and contemporary relevance and the student's intended career route (where known).

Learning outcomes

The Learning Outcomes arise from the aims of the programme (above). The detail listed below is informed by the specific QAA subject benchmark statement for the design of an undergraduate Education degree. The areas of teaching, learning understanding and assessment are not separate and the design of the modules is intended to project this interrelationship to the student. A range of assessment forms is used reflecting a wide range of teaching and learning approaches and to mirror the different ways in which individuals learn. Learning outcomes will be assessed in accordance with the Department's present grading criteria (see below).

By the end of the programme, students will demonstrate:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A growing awareness of the underlying values and principles relevant to Education, Culture and Society and a developing personal stance which draws on their knowledge and understanding.	Lectures, Seminars/Tutorials/ Workshops, Presentations, Collaborative Work/Peer Tutoring, Self-Study
A2	A good working knowledge of the diversity of learners and the complexities of the education process.	Lectures, Seminars/Tutorials/ Workshops, Presentations, Collaborative Work/Peer Tutoring
A3	A well-developed understanding of the complexity of the interaction between learning and contexts and the range of ways in which participants (including learners and teachers) can influence the learning process.	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring
A4	A good understanding of the societal and organisational structures and purposes of educational systems and the possible implications for learners and the learning process.	Lectures, Seminars/Tutorials/ Workshops
A5	The ability to select a range of relevant primary and secondary sources, including theoretical and research- based evidence, to extend their knowledge and understanding.	Lectures, Seminars/Tutorials/ Workshops, Self-Study

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	A high level of ability to analyse critically educational concepts, theories and issues of policy in a systematic way.	Lectures, Seminars/Tutorials/ Workshops, Presentations, Collaborative Work/Peer Tutoring, Self-Study
B2	A well-developed ability to identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their	Lectures, Seminars/Tutorials/ Workshops, Self-Study

Code	Learning outcome	Taught by the following module(s)
	application in educational policies and contexts.	
B3	A well-developed ability to accommodate to new principles and understandings.	Lectures, Seminars/Tutorials/ Workshops, Self-Study

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	A developing ability to reflect on their own value system.	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring, Self-Study
C2	A well-developed ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject.	Seminars/Tutorials/Workshops, Presentations, Collaborative Work/Peer Tutoring, Self-Study
C3	A sound understanding of the significance and limitations of theory and research.	Lectures, Seminars/Tutorials/ Workshops, Self-Study

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	A practiced ability to organise and articulate opinions and arguments in speech and writing in a range of relevant contexts showing confident use of specialist vocabulary.	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring, Self-Study
D2	An ability to express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of written work; identifying the sources of their knowledge and attributing ideas accurately to these sources.	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring, Self-Study
D3	A developing reading, learning, research and study skills; including retrieval, selection and management of information from a variety of electronic and non-electronic sources.	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring, Self-Study

Code	Learning outcome	Taught by the following module(s)
D4	Be competent users of ICT in their study and other appropriate situations and be to make critical judgements about appropriate use of ICT, tools and resources;	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring, Self-Study
D5	A detailed understanding of the integrated nature of new technology and its potential uses in an educational or social context.	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring, Self-Study
D6	A well-developed ability to interpret graphical and tabular presentation of data and collect, use and interpret numerical data as appropriate.	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring, Self-Study
D7	A well-developed ability to work effectively as part of a team, including working through difficulties and conflicts.	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring, Self-Study
D8	Well-developed group work skills, including communicating, negotiating and working with people from diverse backgrounds.	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring, Self-Study
D9	A well-developed ability to articulate their own preferred learning styles and strategies, actively manage their development, reflect on their learning styles and strategies in the light of learning theories and work with these to organise an effective work pattern including working to deadlines.	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring, Self-Study
D10	Good time management skills, including the planning and organisation of their own work and the ability to work under their own initiative.	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring, Self-Study
D11	The ability to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring, Self-Study
D12	That they can make judgements on the basis of different opinions, evidence and claims.	Lectures, Seminars/Tutorials/ Workshops, Collaborative Work/Peer Tutoring, Self-Study

How you will learn

Teaching and Learning Methods

Subject Knowledge and Understanding including application of key principles and ability to reflect on relevant issues.

A wide range of teaching and learning methods is used both within individual modules and across each Year Group. This reflects the Department of Educational Studies awareness that different people learn in different ways. The teaching and learning methods include lectures, seminars, tutorials, workshops, practice sessions, presentations, peer tutoring and collaborative group work and specifically in Year 3 the undertaking of a research based dissertation.

The main aim of lectures is to introduce key writers, theories, debates, themes, and concepts. A lecture enables students to acquire concise knowledge and stimulate their thinking about a particular topic, while a lecture block or module enables them to situate, contextualise and relate weekly themes. A variety of lecturing styles is used, from more didactic lectures followed by group seminars, the use of audio-visual material and new media, to more participatory approaches that can combine several shorter lecture periods with discussions or practical work.

In seminars, presentations, workshops and tutorials the student will have the opportunity to reflect on her or his own value systems and justify a personal position in relation to issues raised by the module and peer group contributions. Seminars and presentations will provide students with the opportunity to demonstrate their developing study skills.

In Year 1 the development of study skills will be integral to every module and students will be given the opportunity to select a range of primary and secondary sources including theoretical and research based evidence, using this to develop their knowledge and understanding throughout the module. The year 1 module Academic Literacies aims to develop students' understanding of reading and writing processes at HE level, and promote criticality through following, analysing and developing an argument. They will be supported in this process through seminars, self-study, collaborative work and peer tutoring. In Year 3 peer tutoring is used alongside tutorials in the development of the student's dissertation.

Some modules have a practical element, which is taught through practice-based lectures, seminars and workshops and reinforced through the preparation and production of projects or presentation, inviting students to make the connections between the theory and practice elements of their degree module explicit.

Teaching and Learning Methods: Transferable Skills

All compulsory and optional modules require the student to read, analyse and critically evaluate arguments, judgments, ideas and evidence; work independently on coursework; regularly produce written work; actively participate in group work activities; and contribute to seminar discussions and presentations. The student will be expected to develop time management skills to enable her/him to manage their personal timetable and produce assessed and non-assessed coursework within the context of college, departmental and tutorial deadlines. Coursework, assessed or otherwise, is expected to be word-processed. All modules are represented on relevant sections of the Virtual Learning Environment (VLE) and students are expected to use the learning and teaching materials they can access there. They will also be expected to make use of the web-based search engines, and other electronic retrieval and research facilities and all students attend a library induction session on using e-resources. During their practice based work, students will also be required to work with production technologies, collaboratively and independently.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	A mark in this range represents the overall achievement of the module learning outcomes at an exceptionally accomplished level. There is evidence of a widely extensive range of scholarly reading, a highly detailed and accurate knowledge of key concepts and theories and an exceptional grasp of all the issues raised by the question. This knowledge will be presented with an outstanding level of critical analysis and a truly original, creative approach to the question demonstrating exceptional independence of thought. The work is very well organised. Arguments and analysis of reading will display a high degree of reasoning and be outstandingly clear, critical, well-focused and cogent. Written in fluent style with correct scholarly procedures.
70-79%	1st: First (Excellent)	A mark of 70-79% is awarded when candidates show evidence of extensive relevant reading and an excellent grasp of the point of the question and its context. This knowledge will have been presented critically, with insight and some independence of thought. Arguments and analysis of reading will demonstrate the candidate's own reasoning and be exceptionally clear, critical, well focused and cogent.

Mark	Descriptor	Specific Marking Criteria
60-69%	2.1: Upper Second (Very good)	A mark of 60-69% is awarded when candidates show consistency and fluency in discussing and evaluating appropriate reading from a range of sources (or bringing a range of reading to bear on analysis of, for example, a key text). They will demonstrate an ability to relate this reading clearly to the examination/coursework topic and to structure their own essay. They will clearly have understood, assimilated and responded to the relevant literature.
50-59%	2.2: Lower Second (Good)	A mark of 50-59% is awarded when there is evidence of knowledge and understanding, but where there is limited development of ideas and critical comment. There will be reference to relevant reading, though not necessarily critical evaluation. Within these limitations there will be some indication that the candidate has grasped fundamental concepts in the field and the point of the question.
40-49%	3rd: Third (Pass)	A mark of 40-49% is awarded when a candidate provides some evidence that they have read recommended texts but shows that their understanding is limited or contradictory, and organisation of the essay is inadequate. The point of the question is not fully grasped or knowledge for responding to the question is lacking. There is no critical evaluation of reading.
25-39%	Fail	A mark of 25-39% is awarded when there is some recognition of the question, but knowledge or understanding for responding to the question is lacking. There is confusion and incoherence and unfocused comment on the literature.
10-24%	Bad fail	A mark of 24% or below is awarded when there is some recognition of the question but no clarity and no evidence of sufficient knowledge or understanding to respond to it.
1-9%	Very bad fail	A submission that does not attempt to address the module learning outcomes. It shall be deemed a non-valid attempt and must be re-sat.
0%	Non submission or plagiarised	Non-submission or plagiarised submission.

How the programme is structured

The BA (Hons) Education degree programme is organised according to a credit-based system. Over the three years of the programme, the student will take 360 credits, 120

credits being taken in each year. Each 30-credit module is taught over 2 terms while 15 credit modules are taught over a single term.

Year 1

The aim of this year of the programme is to introduce the student to the study of education from a range of perspectives and to support the development of a range of skills. The compulsory modules taken by all students provide a foundation for the programme itself. Each module value is 30 credits (2 terms) or 15 credits (1 term). Alongside three compulsory education modules which introduce you to the education from a wide range of perspectives you will also have the opportunity each term to explore the skills each student will need to develop, or develop further, to complete a level 6 programme. This skills building is an integral element of the Year 1 programme. As many Goldsmiths' students come to their studies from non-traditional routes and many are mature students coming to formal study after a gap of, in some cases of many years, this element of the Year 1 programme is one that orientates and supports them. As each student takes all of these modules in Y1 they are all able to choose from a range of options modules offered in Y2.

Year 2

The aim of this year of the programme is to build upon the foundations laid in Y1 to develop more informed and sharper perspectives by examining specific elements within the wider education agenda. The student, in negotiation with tutors, is centrally involved in creating the framework in which this deeper knowledge and understanding is developed. This acknowledges the varying interests the students come with and develop and importantly, allows them to configure their programme in relation to intended exit paths (where known). The variety of teaching styles and assessment methods employed ensures that the student's personal 'transferable skills' are taken forward from the Y1 position.

Each student studies the compulsory module Introduction to Social and Cultural Research which is designed to support their studies by giving them insight into the ways in which educational research is produced and enhance their understanding of associated literature. It will also prepare them for the compulsory dissertation module. They choose options from the modules offered. Each module value is 30 credits (2 terms) or 15 credits (1 term) to a total of 120 credits. There is no restriction on the combination possible. However, the option modules offered in Y3 do require that certain Y2 modules are chosen to ensure the required continuity and progression, and this will bear upon the choices made. This is clearly identified on the module details for the Y3 modules.

The range of second year optional modules offered is constantly under review. Titles listed below represent an indicative list of the modules to be offered to students in 2023-24:

Introduction to Social and Cultural research (30 credits)
Early Childhood in a Diverse Society (30 credits)
Body Gender and Culture 1 (15 credits)
Body, Gender Culture 2 (15 credits)
Studies in Inclusion and Exclusion (30 credits)
Language & Literacy in the Early Years (30 credits)
Culture and the Construction of Identity (30 credits)
Arts Practice in Educational and Community settings (30 credits)
A Journey into Teacher Education (15 credits)
Exploring Teacher Education (15 credits)
Children's Cultures: School and Community Contexts (30 credits)
Goldsmiths Social Change (15 credits)

Year 3

The aim of Year 3 is to create situations in which the knowledge, skills and understandings developed in Years 1 & 2 are employed to undertake more independent and in-depth investigation of specific issues and particularly those that have an individual relevance to the student. All students undertake an 8000- word dissertation which has a 30 credit value, and choose 3 optional modules.

Entry requirements for the Y3 modules are identified in the module proposal materials and students are alerted to these when choosing options in Y2. Through the choices made for this year and the focus agreed for the dissertation students will continue to develop their individual pathways, which may (where known) be linked to their career intentions. The variety of teaching styles and assessment methods employed ensures that the student's personal 'transferable skills' are taken forward from Y2.

The range of third year optional modules offered is constantly under review. Titles listed below represent the modules offered to students in 2023-24:

Dissertation (30 credits)
Critical Arts Practice (30 credits)
Race and Representation (30 credits)
Learning in the Community (30 credits)
Debates in Primary Education (30 credits)
Policy and Practice in Early Childhood Education (30 credits)
Youth Cultures (30 credits)
Theoretical and Practical Aspects of Special Educational Needs (30 credits)
Explorations in gender, culture, and schooling (30 credits)
Comparative Education (15 credits)

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Note on the Dissertation

The focus for this research-based dissertation is determined by the student in collaboration with a member of the programme team. The intention is to create a situation whereby the student can work with a tutor with expertise and research experience in their chosen field. The advanced study skills required to complete and present an 8,000-word dissertation will take the students' transferable skills to an advanced level. The dissertation provides the student with the support to complete a small research project in a field they intend to move into post-graduation.

Full-time mode

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Culture and Identity	ED51006A	30	4	Compulsory	1,2
Curriculum: Historical and Philosophical perspectives	ED51007B	30	4	Compulsory	1,2
Understanding Learning	TBC	30	4	Compulsory	1,2
Identity, Agency & Environment 1	TBC	15	4	Compulsory	1
Identity, Agency & Environment 2	TBC	15	4	Compulsory	2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Social and Cultural Research	ED52035B	30	5	Compulsory	1,2
Goldsmiths Elective Module (Chosen from a list made available annually of modules which provide an opportunity to undertake study in another discipline without pre-requisites or prior knowledge	Various	15	5	Compulsory	1
The Goldsmiths' Social Change Module	TBC	15	5	Compulsory	2

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to the value of 60 CATS from a list of option modules available annually from the department of Educational Studies	Various	60	5	Optional	1 or 2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation (Education Studies)	ED53040B	30	6	Compulsory	1,2
Modules to the value of 90 CATS from a list of option modules available annually from the department of Educational Studies	Various	90	6	Optional	1 or 2

Part-time mode

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to the value of 60 CATS from a list of compulsory modules available annually from the department of Educational Studies	Various	60	4	Compulsory	1,2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to the value of 60 CATS from a list of compulsory and optional modules available annually from the department of Educational Studies	Various	60	4	Compulsory	1,2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Social and Cultural Research	ED52035B	30	5	Compulsory	1,2
Modules to the value of 30 CATS from a list of compulsory and optional modules available annually from the department of Educational Studies	Various	30	5	Compulsory	1,2

Academic year of study 4

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to the value of 60 CATS from a list of compulsory and optional modules available annually from the department of Educational Studies	Various	60	5	Optional	1,2

Academic year of study 5

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to the value of 60 CATS from a list of option modules available annually from the department of Educational Studies	Various	60	6	Optional	1,2

Academic year of study 6

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation (Education Studies)	ED53040B	30	6	Compulsory	1,2
Modules to the value of 30 CATS from a list of option modules available annually from the department of Educational Studies	Various	30	6	Optional	1,2

Academic support

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

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three 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 [Centre for Academic Language and Literacies](#) 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

Employability and potential career opportunities

During the course of the BA Education Studies degree, students will develop a wide range of skills that are transferable to employment, citizenship and indeed life contexts beyond the university experience. They form the backbone of success in whatever career the student chooses to follow and are not specific to careers in education.

The degree was created in response to the increasing demand for people with an advanced understanding of educational matters in a wide range of fields and careers, such as the public and voluntary sector, the culture and media industries, marketing and corporate communications, arts administration, media, cultural studies and related fields of arts, journalism, the legal profession, the charity and leisure. these represent some of the professions which now have a specialist 'education' sector within their domain. Preparation for entry into the teaching and welfare professions is also supported via the programme: all students who successfully complete it are guaranteed an interview for entry to the Department's PGCE Primary teaching programme (subject to external rules and regulations).

Besides the contribution made in regard to specific career pathways the transferable skills developed by this programme have a generic application to citizenship in a democracy and to a fulfilling life in the widest sense.

This degree makes a significant contribution to the present agenda for higher education and will contribute to Goldsmiths' response to this. It does so within the framework of Goldsmiths' own mission statement.

Programme-specific rules and facts

To proceed from the first to the second year, and from the second to the third year, students have to pass 90 credits at each level. It is a College requirement that progression from one year to the next, including the passing of a module, is dependent upon having satisfactorily attended all the module activities associated with a programme. In the department, attendance at all modules is monitored systematically and attendance at lectures, seminars and tutorial classes is compulsory. Frequent non- attendance without satisfactory explanation will mean that a student is required to meet with the head of programme to discuss their progress on the programme. The aim of the department is to attempt to resolve such matters internally.

Tuition fee costs

Information on tuition fee costs is available at: https://www.gold.ac.uk/students/fee-support/

Specific programme costs

Not applicable.