

## Programme Specification

Postgraduate Programmes

<b>Awarding Body/Institution</b>	University of London
<b>Teaching Institution</b>	Goldsmiths, University of London
<b>Name of Final Award and Programme Title</b>	MA Digital Media: Technology and Cultural Form
<b>Name of Interim Award(s)</b>	Postgraduate Certificate in Digital Media; Technology and Cultural Form Postgraduate Diploma in Digital Media; Technology and Cultural Form
<b>Duration of Study/Period of Registration</b>	1 year full time or 2 years part-time
<b>UCAS Code(s)</b>	N/A
<b>QAA Benchmark Group</b>	N/A
<b>FHEQ Level of Award</b>	Level 7
<b>Programme Accredited by</b>	N/A
<b>Date Programme Specification last updated/approved</b>	October 2017
<b>Primary Department/Institute</b>	Media & Communications

<b>Departments which will also be involved in teaching part of the programme</b>
N/A

### Programme overview

The MA in Digital Media is unique in its combination of practical and theoretical approaches to contemporary media and technology.

It is designed to help you understand digital transformations in media, culture and society and apply this understanding in practice, in the media and creative industries and in further research. You will be equipped with skills that can be applied to current and future developments in digital media, social media, computing and other aspects of technology.

Students who study on this established and exciting degree benefit from the experience and expertise of one of the world's leading media and communications departments. You're taught by theorists and practitioners of international standing.

The MA in Digital Media regularly attracts offers of work placements and internships. Recently these have come from Google, The Science Museum and N1creative.com

Our students have access to state of the art facilities including well-equipped lecture and seminar rooms, exhibition spaces, computer facilities and digital media suites.

The MA in Digital Media educates aspiring media practitioners and academics as well as early and mid-career professionals who seek to reflect on their roles in a structured and stimulating learning environment designed to give all students up-to-the-minute knowledge of digital media and the skills to apply that knowledge to future developments.

The MA in Digital Media has been redefining media theory and practice since 2004. Our students become proficient in: the history, sociology and philosophy of digital media, and – those on pathway 2 – in the application of critical skills to specialist areas of digital media production.

### Programme entry requirements

Applicants will normally have, or expect to gain a first degree of at least upper second class standard (or equivalent). Those whose first language is not English will need an IELTS score of 6.5 or equivalent. The programme is suitable for students from a wide range of disciplinary backgrounds within the humanities and no prior knowledge of new or digital media studies is required.

It is also suitable for media industry professionals who wish to reflect critically on their own practice through a taught module and who can demonstrate the relevant experience and expertise in one area of practice which will be pursued in the two practice modules. These applicants will also need a relevant first degree as above.

All applicants need to demonstrate an awareness of the historical and contemporary significance of digital media and technology and a willingness to accept the challenge of interdisciplinary study.

### **Aims of the programme**

This specification is informed by The Framework for Higher Education Qualifications, The Goldsmiths Learning and Teaching Strategy and The Aims and Objectives of the Media and Communications Department's Learning and Teaching. It was drafted by Sarah Kember, the Programme's founder and then-Convenor, in February 2002 and updated in February 2007, May 2011, November 2014, and by Joanna Zylinska in October 2017.

The aim of this programme (offered on a full-time one year and part-time two year basis) is to offer a critical, contextual and practical approach to digital media and technology. It explicitly problematises approaches to the 'new' media in academic and professional debate, especially those which overemphasise the potential for radical social change led by a homogenised technology itself. The programme is defined by its resistance to technological determinism and its insistence on the importance of addressing the social and historical contexts within which a range of media technologies are employed.

In order to provide a contextual framework and facilitate the conceptualisation of digital media and technologies as fully cultural forms and processes, the programme will draw on a range of disciplines including: media and cultural studies, sociology, anthropology and philosophy. Nevertheless, the programme will remain focused on key contemporary concerns about the potential role of digital media in society and on refiguring the contours of the 'new' media debate.

While addressing central theoretical and conceptual concerns relating to digital media, the programme will also offer students the opportunity to explore these theories and concepts in practice. The programme has two separate pathways: pathway 1 consisting of two core modules each of 30 CATS, options to the value of 60 CATS and a dissertation and pathway 2 consisting of two core modules, options to the value of 30 CATS and two practice modules, one at 30 and one at 60 CATS. Students will opt for either pathway 1 or pathway 2. Students who opt for pathway 2 will study on a programme which is 50:50 theory and practice and will specialise in the study of the transformations in media, culture and society through the practice of contemporary digital communication. Students will work with one or more of the following – animation, photography, video and other forms of moving image, software and web design, as well as hybrid forms of image-making – to create installations, apps and single- and multi-screen work that is responsive to the continually changing digital landscape. . Pathway 2 is available to students who can demonstrate prior expertise and experience in the relevant area of practice. It is designed to appeal to media industry professionals who are keen to reflect critically on their practice within a structured learning environment.

All students will be equipped with skills in critical evaluation and contextualisation which can be applied to future developments in digital media and technology. The programme is therefore appropriate for further research and for careers in the media and cultural industries.

## What you will be expected to achieve

The programme's subject specific skills require students to analyse and contextualise developments in digital media and technology with reference to key debates in the history, sociology, anthropology and philosophy of the media. Students who opt for pathway 2 will also be required to produce material of publishable or broadcast standard and to evaluate the ways in which theoretical and practical insights intersect.

All students will develop a wide range of transferable qualities and skills necessary for employment in related or unrelated areas. These are described by the Quality Assurance Agency as: 'the exercise of initiative and personal responsibility, decision- making in complex and unpredictable situations, and the independent learning ability required for continuing professional development'.

A Postgraduate Certificate will be awarded to students who achieve 60 CATS by passing both core modules. Students awarded the Postgraduate Certificate, having followed either pathway, will be able to:

<b>Knowledge and Understanding</b>		<b>Taught by the following modules</b>
<b>A1</b>	Contextualise current developments in media and technology from a historical, sociological, anthropological or philosophical perspective	Core modules

<b>Cognitive and Thinking Skills</b>		<b>Taught by the following modules</b>
<b>B1</b>	Critically evaluate key debates in the field of new media	Core modules

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
<b>C1</b>	N/A	N/A

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	Prepare and deliver clearly argued and informed work to a specific deadline	Core modules
<b>D2</b>	Demonstrate skills in communication, independence and resourcefulness	Core modules

A Postgraduate Diploma will be awarded to students who successfully complete modules to the value of 120 credits, including all core modules. Students awarded the Postgraduate Diploma will be able to:

<b>Knowledge and Understanding</b>		<b>Taught by the following modules</b>
<b>A1</b>	Analyse and contextualise current and future developments in digital media and technology	Core modules
<b>A2</b>	Evaluate and articulate key historical, sociological, anthropological and philosophical approaches to the study of digital media and technology	Core modules
<b>A3</b>	Demonstrate in-depth knowledge of at least two differing areas of inquiry	All modules

<b>Cognitive and Thinking Skills</b>		<b>Taught by the following modules</b>
<b>B1</b>	Critically evaluate key debates in the field of new media	Core modules

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
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<b>C1</b>	Demonstrate conceptual knowledge of new media as an independent field of study (PATHWAY 1)	Core modules
<b>C2</b>	Demonstrate practical skills in one of the specified areas (PATHWAY 2)	Digital Media Practice

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	Prepare and deliver clearly argued and informed work	All modules
<b>D2</b>	Locate, retrieve and present relevant information	All modules
<b>D3</b>	Manage a complex array of competing demands and work effectively to a deadline	All modules
<b>D4</b>	Work resourcefully and independently	All modules

Students who successfully complete the MA Digital Media - Technology and Cultural Form will be able to:

<b>Knowledge and Understanding</b>		<b>Taught by the following modules</b>
<b>A1</b>	Analyse and contextualise current and future developments in digital media and technology	Core modules
<b>A2</b>	Evaluate and articulate key historical, sociological, anthropological and philosophical approaches to the study of digital media and technology	Core modules
<b>A3</b>	Demonstrate in-depth knowledge of at least two differing areas of inquiry	All modules

<b>Cognitive and Thinking Skills</b>		<b>Taught by the following modules</b>
<b>B1</b>	Map and critically evaluate key debates in the field of new media	Core modules

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
<b>C1</b>	Demonstrate conceptual knowledge of new media as an independent field of study (PATHWAY 1)	Core modules
<b>C2</b>	Demonstrate practical skills in one of the specified areas (PATHWAY 2)	Digital Media Practice

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	Prepare and deliver clearly argued and informed work (PATHWAY 1)	All modules
<b>D2</b>	Prepare and deliver clearly argued and technically competent work (PATHWAY 2)	All modules especially Digital Media Practice
<b>D3</b>	Locate, retrieve and present relevant information and ideas for a specific project	All modules
<b>D4</b>	Manage a complex array of competing demands and work effectively to a deadline	All modules
<b>D5</b>	Work resourcefully and independently	All modules

### How you will learn

The core teaching team from within the Department of Media and Communications provides expertise in critical, practical, technical and contextual approaches to digital media and technology. The expertise of the core teaching team is based on high research or professional profiles in relevant areas and is

supported by a wide range of seminar and guest lecture programmes in digital media and technology provided by the department and within the college.

Learning strategies which enable the outcomes to be achieved are centred on lectures, small group workshops, seminars, one-to-one tutorials, technical support and individual supervision. The seminars and workshops combine teaching and learning in a number of possible formats including: short individual presentations by staff and students designed to stimulate debate; team work in pairs; whole group discussion and task-based work appropriate to specific topics. Seminars and workshops are guided by questions designed to focus the debate and clarify the aims of the session. The need for adequate preparation is emphasised and consists of reading from the bibliographies provided and preparing notes and materials based on the questions given. Individual feedback is available in two forms: discussion with module tutors in tutorial hours or supervision and comments provided by tutors on essay or project work. Intensive individual supervision over a prolonged period is provided for the dissertation, and this consists of guiding and structuring the student's research, setting mutually agreed deadlines for drafts and providing written and verbal feedback on progress. Dissertation students receive an intensive workshop and written guidance on research methods as well as the instruction and individually tailored advice given by the supervisor. Students on pathway 2 who take the final practice/theory project instead of the dissertation, receive the same amount of supervision divided between theory and practice tutorials as appropriate to the individual student and his/her particular project. The project will be guided by a theory and practice tutor working closely with the student to develop material which is both original and reflexive.

Outcomes B1, A1 and A2 are the particular foci for the core modules, Digital Media – critical perspectives and Technology and Cultural Form – debates, models, dialogues. The option modules, together with the two practice modules (digital media practice and the practice/theory project) are designed to enable students to achieve outcomes A3, C1 AND C2. Written and tutorial feedback on coursework will help students to develop transferable skill outcomes.

### How you will be assessed

Assessment strategies which enable the outcomes to be demonstrated centre on the production, to a deadline, of written and/or practical work. The written work takes different forms appropriate to the range and depth of subject-specific knowledge and skills specified in the programme. The assessment is demanding, requiring students to work on different assignments simultaneously. The number of assignments ensures that students have a grasp of the breadth as well as depth of the field. What is being assessed is not only the intellectual and/or practical knowledge and skills of the students (outcomes A1-2, B1) but their capacity to work under pressure and to think independently and resourcefully (transferable skill outcomes). A seen take-home paper for one core module assesses a balance of range and depth of knowledge in the field and also the student's ability to produce clearly argued and informed work within a relatively limited time span. In-depth knowledge of different areas of inquiry is assessed by means of examined essays. The dissertation assesses the extent to which the student has developed an advanced conceptual knowledge of the field sufficient for the production of an extensive individual piece of research. The practice/theory project assesses in addition the student's reflexive practical skill and expertise in a given area of digital media sufficient for the production of material which is original, publishable or of broadcast standard.

### Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	THEORETICAL WORK: a mark of 80% or higher is awarded when a candidate satisfies the requirements for a distinction but to an outstanding degree. Such work may be of publishable quality, and will be a significant contribution to debate within the field

		<p>PRACTICE WORK: a mark of 80% or higher is awarded when a candidate satisfies the requirements for a distinction, but to an outstanding degree, and has produced work that is clearly highly original and innovative.</p>
70-79%	Distinction	<p>THEORETICAL WORK: a mark of 70-79% is awarded when candidates show evidence of extensive relevant reading and an impressive grasp of current major issues in the field. Candidates will have very effectively demonstrated their achievement of the appropriate knowledge, understandings and skills outcomes. This knowledge will have been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence will demonstrate sophisticated reasoning. The writing will be clear, well-focused and cogent. PRACTICE WORK: Work of excellent overall quality. It will demonstrate the very effective application of appropriate knowledge, understandings and skills specified in the learning outcomes. It will consist of an original and ambitious project which has achieved its goals with a good to high level of technical competence. It will be informed both by the strength of its original idea(s) and an appropriate and distinctive structure. It will have been well-researched/planned and exhibit a highly developed critical awareness of the medium, normally appropriate to exhibit, publish or broadcast externally.</p>
60-69%	Merit	<p>THEORETICAL WORK: a mark of 60-69% is awarded when candidates show consistency and fluency in discussing and evaluating evidence and theories drawn from a wide range of sources. Candidates will have effectively demonstrated their achievement of the appropriate module knowledge, understandings and skills outcomes. They will demonstrate an ability to relate this reading to their topics, and will clearly have understood and assimilated the relevant literature. PRACTICE WORK: Work that overall achieves a high standard. It will demonstrate the effective application of appropriate knowledge, understandings and skills specified in the learning outcomes. The work will have achieved the majority of its goals and will demonstrate a significant degree of originality and ambition with a good level of technical competence. It will be based on an original idea and will be well-structured. It will show significant evidence of research/planning and demonstrate a critical awareness of the medium. It will be work that the Department would normally regard as appropriate to exhibit or publish or broadcast externally.</p>

50-59%	Pass	<p><b>THEORETICAL WORK:</b> a mark of 50-59% is awarded when there is clear evidence of knowledge and understanding, but where there may be limited development of ideas or critical comment. Candidates will have demonstrated a satisfactory level of achievement of the appropriate module knowledge, understandings and skills learning outcomes. There will be reference to relevant reading, though not necessarily critical evaluation. Within these limitations there will be indication that the candidate has grasped fundamental concepts and procedures in the field. <b>PRACTICE WORK:</b> Work of an overall satisfactory standard. It will demonstrate the satisfactory application of appropriate knowledge, understandings and skills specified in the learning outcomes. It will show degrees of originality and ambition and the achievement of its primary goal(s). Technically it will be competent in quality with a recognisable and successful overall structure. It will be based on a degree of research/planning and exhibit some critical awareness of the medium but with marked variations in the effectiveness of the use audio and visual elements. It will be work that the Department would normally consider appropriate for internal College &amp; Departmental exhibition</p>
30-49%	Fail	<p><b>THEORETICAL WORK:</b> a mark of 30-49% when the candidate demonstrates an unsatisfactory application of appropriate knowledge, understanding and skills specified in the Learning Outcomes of the module. <b>PRACTICE WORK:</b> a mark of 30-49% is awarded when the candidate demonstrates an unsatisfactory application of appropriate knowledge, understanding and skills specified in the Learning Outcomes of the module.</p>
10-29%	Bad fail	<p><b>THEORETICAL WORK:</b> a mark of 10-29% when the assessed work demonstrates a significant overall failure to achieve the Learning Outcomes, and where there is no evidence of recognition of the question nor of how it might be responded to <b>PRACTICE WORK:</b> is awarded when the assessed work demonstrates a significant overall failure to achieve the Learning Outcomes, and where there is no evidence of recognition of the question nor of how it might be responded to.</p>
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
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

The programme structure is as follows:

**Pathway 1** is comprised of two compulsory core modules, options to total 60 CATs points and the dissertation.

**Pathway 2** is comprised of two compulsory core modules, one option, digital media practice and the practice/theory project.

The first compulsory core module is **Digital Media – critical perspectives**, and this is taught in a small workshop format in the Autumn term. This module functions as a foundation for the second core module and offers students a map of the key debates in digital media. The module is taught in ten two hour workshop sessions and is supported by the provision of one-to-one tutorials.

The second compulsory core module is **Technology and Cultural Form – debates, models, dialogues**, and this develops questions of technology, power, politics and subjectivity which were introduced in the first core module. The first part of this module highlights the key conceptual concerns of a contextualised approach to digital media plus the relevant debates and models formulated by key figures in the field. The second part of this module aims to generate a dialogue between theoreticians and practitioners around some of the most intellectually stimulating, contentious and contemporary ideas in the field without necessarily seeking a resolution. This module is taught in ten two hour workshop sessions during the Spring term and is supported by the weekly provision of one-to-one tutorials.

Students are required to take option modules from the lists provided by the departments of Media and Communications, Sociology, Anthropology and English. Students may also take the one term core module in the MA in Cultural Studies (Cultural Theory) as an option. Each student's option profile is discussed with the programme convenor in order to ensure that the balance of subject-specific topics is appropriate for the individual concerned. Option modules are taught primarily through lectures, seminars and tutorials and take place in the Autumn or Spring terms.

Students on pathway 2 will also take the digital media practice module which offers specialised teaching and supervision in one of the following areas of contemporary digital communication: animation, photography, video and other forms of moving image, software and web design, as well as hybrid forms of image-making.

Students on pathway 1 are required to produce a 12-15,000 word dissertation on a topic agreed by the student and supervisor. Students on pathway 2 are required to produce a practice/theory project in the area of contemporary digital communication. The length of the practical element is dependent on the medium and the form used and will be agreed in advance with the supervisor. It will, however, be comparable with practical projects undertaken in practice MA programmes in the relevant field. Students undertaking the practice/theory project will also be expected to submit a 3-4,000 word analysis of their practice which locates it within the theoretical debates explored in the MA as a whole. This essay may be presented as a separate document or as an integral part of the project depending on the nature of the project and by an agreement with both theory and practice supervisors.

#### Academic Year of Study 1 PATHWAY 1

Module Title	Module Code	Credits	Level	Module Status	Term
Digital Media – Critical Perspectives	MC71075A	30	7	Core	1
Technology and Cultural Form – Debates, Models, Dialogues	MC71072A	30	7	Core	2
Optional modules to the value of 60 credits chosen from an approved list available from the Department of Media and Communications.		60	7	Optional	1&2
Dissertation	MC71138A	60	7	Core	2-3

#### Academic Year of Study 1 PATHWAY 2

Module Title	Module Code	Credits	Level	Module Status	Term
Digital Media – Critical Perspectives	MC71075A	30	7	Core	1
Technology and Cultural Form –	MC71072A	30	7	Core	2

Debates, Models, Dialogues					
Optional modules to the value of 60 credits chosen from an approved list available from the Department of Media and Communications.		60	7	Optional	1&2
Digital Media Practice	MC71090A	30	7	Core	2-3
Practice Theory project	MC71074A	30	7	Core	3

## Academic support

Support for learning and wellbeing is provided in 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.

Students are allocated a personal tutor and a Senior Tutor in each department has overall responsibility for student progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a programme 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 way progress, attendance, essay/coursework/assessment marks can be reviewed and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In-depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to endure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and as new students join Goldsmiths 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 & 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 Inclusion & Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service and the Academic Success Centre provide central support for skills enhancement and run the Gold Award Scheme and other co-curricular activities that can be accredited via the higher education achievement award (HEAR).

## Links with employers, placement opportunities and career prospects

This programme provides a theory and practice pathway and prepares students for work in the following areas:

- media and creative industries; advertising, marketing and PR (graduates of the MA Digital Media have found work with Virgin Media, Google, the BBC and other leading organisations worldwide)
- research and academia (graduates from this programme have gone on to study for PhD degrees in higher education institutions around the world and also here with us)
- media production and new media art (graduates have exhibited, published and produced work in photography, journalism, TV, documentary, film and multimedia)

Graduate Ekaterina discusses her career:

"I work for a company, called Visual DNA, which already sounds like life happening After New Media. The company is the largest data provider in Europe and is totally multinational. We actually try to analyse human visual DNA, you memories, feelings, thoughts about the future, anticipations, etc. by creating personality quizzes where instead of verbal answers we tend to use images.

My role is as Creative Developer. It involves working with images from concept to finding/shooting and post-production. My qualifications perfectly matched what they've been looking for, Digital Media rocks!

My tip for the new-to-be-graduates is this: physically go to places and companies and talk to people. It really opens up loads of possibilities, and when I tell someone where I've graduated from they look impressed, and there is some sort of respect coming from them."

### Skills

We provide graduates with skills that are cutting edge: in the critical analysis and/or creative production of digital media; in the disciplinary knowledge and conceptual frameworks necessary for current and future forms of media and technology; in the awareness of how digital media and technologies are re-shaping society from the ways we communicate (through social media and web 2.0) to the increasingly 'smart' environments in which we live.

## The requirements of a Goldsmiths degree

### Master's Degrees

All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

### Intermediate Exit Points

Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

### Final Classification

There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: <http://www.gold.ac.uk/governance/studentregulations/>

### **Programme-specific rules and facts**

#### Intermediate Awards PGCert

Students who successfully complete both core modules (60 credits) may exit with the award of the Postgraduate Certificate in Digital Media; Technology and Cultural Form PGDip

Students who successfully complete modules to the value of 120 credits, which must include both core modules (60 credits), may exit with the award of the Postgraduate Diploma in Digital Media; Technology and Cultural Form.

#### Progression Requirements

First year part-time students are normally required to successfully complete the two core modules before proceeding to their second year of study.

### **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 must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain 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 of these procedures are published on the webpages of the Quality Office (<http://www.gold.ac.uk/quality/>).