

BA (Hons) Media and Communications

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Final Award: BA (Hons)

Programme Name: Media and Communications

Total credit value for programme: 360 credits

Name of Interim Exit Award(s):

Certificate of Higher Education in Media and Communications

Diploma of Higher Education in Media and Communications

Duration of Programme: 3 years full time

UCAS Code(s): P300

HECoS Code(s): (100444) Media and Communications

QAA Benchmark Group: Communication, Media, Film and Cultural Studies

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: July 2023

Home Department: Media, Communications and Cultural Studies

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

Not applicable

Programme overview

Why study BA Media and Communications at Goldsmiths?

You will study in one of the UK's and the world's top media, communications and cultural studies departments. You'll be taught by leading names in media, communications and cultural studies.

We concentrate on high quality lectures, workshops and small group work, and all our teaching takes place on one purpose-built site.

On practice modules you'll be taught by industry professionals engaged in TV, film, journalism, audio, photography, scriptwriting, short fiction, illustration, interactive media, animation, and media campaigning.

You'll have access to industry-standard practice facilities, including TV/film, radio and photography studios, digital video and audio editing suites, and animation software and hardware.

Our close links to the media industry bring you into regular contact with media professionals. You will have the opportunity to apply for an internship in the media as part of the programme.

We regularly host debates and talks by international figures from all parts of the media industry as well as leading academics from media and cultural studies.

You'll be taught alongside students from all over the world and with diverse cultural experiences that enrich the department and the learning experience.

You'll develop skills that you can use throughout your career whether in the media industries or elsewhere. Our recent graduates are now working as television producers, photographers, animators, editors, journalists, digital marketers, influencers and podcasters. Others have gone into a whole range of careers such as research, teaching and law.

The Department of Media, Communications and Cultural Studies has been ranked 2nd in the UK for 'world-leading or internationally excellent' research (Research Excellence Framework, 2021) and 11th in the world (2nd in the UK) in the 2023 QS World Rankings for communication and media studies.

Central to the Department's pedagogical ethos is the synthesis of critical reflection and cultural creation. This is apparent not only in terms of our teaching and assessment balance, but in our shared commitment to encouraging critically engaged, transformative knowledge production throughout all our programmes.

By bringing together media practice and communications theory, this programme explores a broad spectrum of critical perspectives on the media and introduces a range of contemporary media practices. It offers a solid basis of practical experience in media production, and an understanding of how the media function, drawing on a wide range of theoretical disciplines. We aim to provide an experience in which theory and practice elements can influence and enrich each other in the production of original work. Theory and practice modules are taught alongside each other in the curriculum, and students are encouraged to reflect on the ways that theory has informed the concept, development and creation of their projects, in a final year production essay. Our emphasis on critical thinking

and combined programme of study will also prepare you for post graduate education in practice or theory subjects.

The Department provides personal tutoring that is consistent, equitable, structured and proactively supportive of students' academic progression. In terms of academic support, in their first year, students are supported by the Learning to Learn study skills online resources featuring regularly updated videos, quizzes, and templates maintained by the Learning to Learn Tutors who are also available for individual meetings to consult students on study skills.

The Department is committed to the College's 'Liberate My Degree' strategy and is determined to develop a diverse and inclusive curriculum that incorporates the interests and concerns of a diverse student body. We have developed a teaching code of practice that underpins an open, supportive environment, based on care, trust and communication as a defence against discrimination in our teaching and learning environments.

Programme entry requirements

A-level: BBB

BTEC: DDM

IB: 33 points overall with Three HL subjects at 655

Access: Pass with 45 Level 3 credits including 30 Distinctions and a number of merits/passes in subject-specific modules

Programme learning outcomes

By bringing together media practice and communications theory, this programme explores a broad spectrum of critical perspectives on the media and introduces a range of contemporary media practices. It offers a solid basis of practical experience in media production, and an understanding of how the media function, drawing on a wide range of theoretical disciplines. We aim to provide an experience in which theory and practice elements can influence and enrich each other in the production of original work.

An understanding of the media and the relationship of the individual to the media is crucial in developing an engaged and questioning member of society. Our teaching encourages you to develop a critical understanding of your own motivation and identity within a broader cultural and institutional framework. We aim to help you to express yourself creatively and self-critically in theoretical and practice work; to understand – from a variety of disciplinary

positions – how the media work; and to help you to develop subject specific knowledge and skills and a range of transferable intellectual, organisational and communication skills which can be applied in a wide range of professional occupations, including, though not exclusively, the media.

The programme’s subject-specific learning outcomes are devised by academic staff who are at the forefront of their field of study. You will also develop a wide range of transferable qualities and skills necessary for employment in a variety of contexts. The Quality Assurance Agency describes these qualities and skills as effective communications skills, 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 typical candidate who completes 120 CATS (normally after one year of study, in situations in which a student cannot complete the full BA) to complete the Certificate of Higher Education in Media and Communications will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Distinguish between different theories of society, culture and communication.	Culture and Cultural Studies, Key Debates in Media Studies
A2	Develop arguments about the historical development of media forms and their role in organising contemporary culture.	Media, History and Politics
A3	Articulate a basic understanding of the distinctiveness of specific media genres, with the requisite skills of textual reading.	Film and the Audio-Visual: Theory and Analysis
A4	Apply different theoretical approaches to the study of visual culture.	Media Arts
A5	Structure coherent arguments about the creative process, from original idea through to final production.	Induction to Media Practice
A6	Demonstrate basic aesthetic and creative skills in order to use technology creatively and appropriately.	Media Production Option 1

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Apply basic technical knowledge in the planning, structuring and production of media projects.	Media Production Option 1
B2	Evaluate aesthetic issues relevant to media production that inform constructive analysis of media products.	Media Production Option 1
B3	Utilise basic methodological skills to research issues and debates from a range of sources.	Media, History and Politics, Culture and Cultural Studies, Key Debates in Media Studies, Film and the Audio-Visual: Theory and Analysis, Media Arts
B4	Deploy basic levels of textual analysis.	Media Arts
B5	Demonstrate basic written communication skills in the formulation, structuring and presentation of coherent arguments.	Media, History and Politics, Culture and Cultural Studies, Key Debates in Media Studies, Film and the Audio-Visual: Theory and Analysis, Media Arts
B6	Evaluate and incorporate alternative views.	Media, History and Politics, Culture and Cultural Studies, Key Debates in Media Studies, Film and the Audio-Visual: Theory and Analysis, Media Arts

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Synthesise foundational practical skills to create work appropriate to specific audiences.	Media Production Option 1, Media Arts
C2	Demonstrate competent conceptual and technical skills in the initiation, research, development and realisation of original content.	Media Production Option 1
C3	Produce written work to a good standard that demonstrates the ability to research, articulate ideas and reference appropriately.	Media, History and Politics, Culture and Cultural Studies, Key Debates in Media Studies, Film and the Audio-Visual: Theory and Analysis, Media Arts

Code	Learning outcome	Taught by the following module(s)
C4	Contribute constructively to seminar discussion.	Media, History and Politics, Culture and Cultural Studies, Key Debates in Media Studies, Film and the Audio-Visual: Theory and Analysis, Media Arts
C5	Acquire the foundational skills to solve problems and develop a creative practice.	Media Production Option 1

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Apply foundational problem solving, interpersonal, technical and editorial skills applicable to a variety of media and media production contexts.	Induction to Media Practice, Media Production Option 1
D2	Demonstrate basic computing skills and familiarity with information technology.	Media, History and Politics, Induction to Media Practice, Media Production Option 1, Culture and Cultural Studies, Key Debates in Media Studies, Film and the Audio-Visual: Theory and Analysis, Media Arts
D3	Display basic interpersonal skills in the giving and receiving of criticism.	Media Production Option 1
D4	Work with others in a creative and collaborative fashion.	Induction to Media Practice, Media Production Option 1
D5	Work independently and to deadline in the preparation, management and production of media materials, and the research and writing of academic work.	Media, History and Politics, Induction to Media Practice, Media Production Option 1, Culture and Cultural Studies, Key Debates in Media Studies, Film and the Audio-Visual: Theory and Analysis, Media Arts

A typical candidate, who completes 240 credits (normally after two years of study, in situations in which a student cannot complete the BA) to complete the Diploma of Higher Education in Media and Communications will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Critically understand theories of society, culture and communication, drawing from different disciplinary traditions.	Media, Modernity and Social Thought
A2	Articulate a critical appreciation of the subjective dimensions of social identities in a mediated culture.	Psychology, Subjectivity and Power
A3	Demonstrate a proficient understanding of the creative process, from original idea through to final production.	Media Production Option 2, Media Production Specialism
A4	Initiate critical analysis of mediated consumption and subjectivity.	MC52005
A5	Implement knowledge of the creative process, from original idea through to final production.	MC2006, Media Production Specialism
A6	Deploy a range of aesthetic and creative skills in order to use technology creatively and appropriately.	Media Production Option 2, Media Production Specialism

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Utilise sound methodological skills to research issues and debates from a range of sources and perspectives.	Psychology, Subjectivity and Power, Media, Modernity and Social Thought
B2	Evaluate aesthetic and critical issues relevant to media production that inform constructive analysis of media products and apply knowledge to projects.	Media Production Option 2, Media Production Specialism
B3	Communicate information and ideas to a range of audiences via the connotative potential of image/sound/words.	Media Production Option 2, Media Production Specialism
B4	Apply appropriate knowledge, strategies and methods to define creative problems and investigate potential solutions for a	Media Production Specialism

Code	Learning outcome	Taught by the following module(s)
	particular context or platform.	
B5	Implement effective written communications skills in the formulation, structuring and presentation of coherent and persuasive arguments.	Media Production Option 2, Media Production Specialism

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Synthesise appropriate technical skills to consolidate the development and realisation of original and distinctive media projects that seek to communicate in a range of creative contexts or to a defined audience.	Media Production Option 2, Media Production Specialism
C2	Use original research and established techniques and specialist knowledge to extend creative responses to existing texts or ideas.	Media Production Specialism
C3	Contribute effectively and with empathy to seminar discussion by demonstrating sound knowledge of different critical perspectives.	Media Production Option 2, Media Production Specialism
C4	Provide informed and articulate analyses of the broad relationships between media, society and subjectivity.	Psychology, Subjectivity and Power, Media, Modernity and Social Thought
C5	Produce written work to a high standard demonstrating proficiency in critical analysis and appropriate referencing.	Media Production Option 2, Media Production Specialism

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Use appropriate methodological skills to research issues and debates around a range of media texts and processes.	Media Production Option 2, Media Production Specialism
D2	Deploy problem solving and editorial skills in often complex and sometimes unpredictable production contexts.	Media Production Specialism
D3	Demonstrate professionalism and	Media Production Option 2, Media

Code	Learning outcome	Taught by the following module(s)
	collegiality in the giving and receiving of criticism.	Production Specialism
D4	Collaborate productively with others in critical thinking and in the creative process.	Media Production Option 2, Media Production Specialism
D5	Display the confidence and competence to work independently, flexibly and to deadline in the preparation, management and production of media materials, and the research and writing of academic research.	Media Production Option 2, Media Production Specialism

At the end of the three-year programme, a typical candidate who completes all 360 credits to complete the BA Media and Communications will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Systematically understand key aspects of theories of society, culture and communication, drawing from different disciplinary traditions.	All level 6 theory option modules
A2	Articulate an understanding of the distinctiveness of specific media genres, with the requisite skills of textual reading.	All level 6 theory option modules
A3	Initiate projects that draw on a wide range of critical debates in the creative process.	Media Production
A4	Realise an advanced understanding of the creative process, from original idea through to final production.	Media Production
A5	Demonstrate advanced aesthetic and creative skills in order to use technology creatively and appropriately.	Media Production

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Apply advanced conceptual and technical knowledge in the planning, structuring and production of media projects.	Media Production
B2	Critically evaluate a wide range of aesthetic and critical issues relevant to media production that inform constructive analysis of media products and apply knowledge to projects.	Media Production
B3	Demonstrate an ongoing self-reflexive approach to the constructive evaluation of theoretical and practice work undertaken.	MC53034, All level 6 theory option modules
B4	Apply specialist knowledge, strategies and methods to define creative problems and investigate potential solutions for a particular context or platform.	Media Production
B5	Critically analyse and evaluate the assumptions, arguments and intellectual paradigms of dominant and marginalised approaches within the field.	All level 6 theory option modules
B7	Apply advanced methodological skills to research issues and debates from a wide range of sources.	All level 6 theory option modules.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Overlap and synthesise appropriate technical skills to consolidate and extend the development and realisation of original and distinctive media projects that seek to communicate in a range of creative contexts or to a defined audience.	Media Production
C2	Utilise original research and established techniques and specialist knowledge to extend creative responses to existing texts or ideas.	Media Production

Code	Learning outcome	Taught by the following module(s)
C3	Identify, organise and communicate ideas with an inter-related set of professional skills in the creation of sound/image/word projects, which explore current knowledge or process.	Media Production
C4	Understand and apply advanced academic terminology appropriate to Media, Communications and Cultural Studies.	All level 6 theory option modules
C5	Deploy advanced skills to solve problems and develop an original creative practice.	Media Production

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Use advanced methodological skills to research issues and debates around a range of media texts and processes.	All level 6 theory option modules
D2	Communicate effectively in the formulation, structuring and presentation of coherent and persuasive arguments, in the written and verbal presentation of research findings.	Media Production
D3	Deploy advanced problem solving and editorial skills in often complex and sometimes unpredictable production contexts.	Media Production
D4	Demonstrate advanced and self-reflexive interpersonal skills as well as professionalism and collegiality in the giving and receiving of criticism.	Media Production
D5	Collaborate productively and compassionately with others in critical thinking and in the creative process.	Media Production
D6	Display the confidence and competence to work independently, flexibly, responsibly and to deadline in the preparation, management and production of media materials, and the research and writing of academic research.	Media Production and all level 6 theory option modules

Assessment

Information is provided on the Virtual Learning Environment (VLE/Learn.gold) for each module. The aims, content, and learning outcomes are specified, and the method/s of submission and assessment are explained in detail.

These method(s) of assessment are, in each case, the most appropriate for the module. These might include take-home exams, written assignments or dissertations, practice portfolios, practice logs, videos, presentations, production essays, prototypes, screencasts or online collections of programme work.

Assessments, both formative and summative, support students to achieve the programme's learning outcomes and the learning outcomes for each module. Submission requirements vary according to the outcomes of the individual module, or the practice area studied, and level of the module.

Grading Criteria

Written Assignments

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level. Candidates show outstanding and highly advanced application and understanding of theoretical or methodological ideas, as well as an original, critical and sophisticated approach, and great clarity of argument, expression and organisation.
70-79%	1st: First (Excellent)	Represents the overall achievement of the appropriate learning outcomes to an excellent level. Candidates show consistency and fluency in critically discussing and evaluating reading from a range of sources, and in relating it to the assessment topic. There is an advanced or very sophisticated level of understanding, with very few or no inaccuracies. There is good evidence of independent reasoning and thought, and the application of theoretical or methodological ideas in original and independent ways. Referencing is of a consistently high standard. The written submission is extremely clearly structured and carefully argued, and is likely to draw on a range of evidence.
60-69%	2.1: Upper Second (Very good)	Represents the achievement of the learning outcomes to a very good level. Candidates show some confidence in using and evaluating appropriate reading from a range of sources. They will demonstrate an ability to relate reading to the

		assessment topic, and to structure their written assignment appropriately. They will clearly have understood, assimilated and responded to the relevant literature and concepts, and there will be very few inaccuracies or areas of confusion. The written submission will demonstrate the effective application of appropriate knowledge, understanding and skills specified in the learning outcomes. At this level, there will be some critical commentary and evaluation, arguments are well supported by evidence, and there will be some originality and independence of thought.
50-59%	2.2: Lower Second (Good)	Represents the achievement of the learning outcomes to a good level. Candidates show evidence of knowledge and understanding of key themes and ideas, but there may be some areas of misunderstanding, and limited development of ideas or critical comment. The written submission will demonstrate an overall satisfactory application of knowledge, understanding and skills specified in the learning outcomes. There will be a solid level of internal organisation, although introductions and conclusions may be somewhat basic. There will be reference to relevant reading, and evidence of having understood it, though not necessarily critical commentary or evaluation. The range of sources drawn upon may still be relatively narrow. 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)	Represents the achievement of the relevant learning outcomes to a threshold or fair level. Candidates show some evidence of having grasped key ideas and or appropriate/recommended texts, but understanding is limited or contradictory, or they may rely mainly on lecture notes or handouts. The organisation of the written submission is likely to be weak, and introductions and conclusions may be inadequate. The appropriate learning outcomes may be achieved to a satisfactory level, but the point of the question or task is not fully understood, or knowledge for responding to it is lacking. The submission is mostly descriptive and there is no critical evaluation of reading, or evidence of originality and independence of thought. Referencing is likely to be weak and inconsistent.
10-34%	Fail – valid attempt (can be 'compensated' later if no re-sit taken)	Represents a failure to achieve the majority of the relevant learning outcomes, but comes close to achieving them at 'threshold' level (see below). There may be some recognition of the question, or unfocused comment, but the submission lacks clarity and structure, and there is insufficient knowledge or understanding to respond to the task.
1-9%	Fail – invalid attempt	Represents a failure to achieve any of the learning outcomes; an extremely weak attempt that may be incomplete, and

		shows no recognition of the question or how to respond to it.
0%	Non submission or plagiarised	This is a categorical mark for work representing either the failure to submit an assessment, or a mark assigned for a plagiarised assessment.

Practice assessment

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level. Work of outstanding overall quality. It will demonstrate an extremely effective application of knowledge, understanding and skills specified in the module learning outcomes. It will consist of a markedly original and/ or ambitious project/ portfolio, which has very successfully achieved its goals with a very high level of technical competence in relation to the experience of the student. It will be informed both by the strength of its original idea(s) and an appropriate and highly successful structure. It will have been very well researched/ planned.
70-79%	1st: First (Excellent)	Represents the overall achievement of the appropriate learning outcomes to an excellent level. Work of excellent overall quality. It will demonstrate an excellent application of knowledge, understanding and skills specified in the module learning outcomes. It will consist of an original and ambitious project/portfolio, which has achieved its goals with a high level of technical competence in relation to the experience of the student. It will be informed both by the strength of its original idea(s) and an appropriate and distinctive structure. It will have been very well researched/ planned.
60-69%	2.1: Upper Second (Very good)	Represents the overall achievement of the appropriate learning outcomes to a very good level. Work that overall achieves a high standard. It will demonstrate the effective/very effective application of knowledge, understandings and skills specified in the module learning outcomes. The work will have achieved its goals and will demonstrate a high degree of originality and ambition with a very good level of technical competence in relation to the experience of the student. It will be based on an original idea and will be well structured. It will show significant evidence of effective research/ planning.
50-59%	2.2: Lower Second (Good)	Represents the overall achievement of the appropriate learning outcomes to a good level. Work of an overall satisfactory standard. It will demonstrate an effective application of knowledge, understanding and skills specified in the module learning outcomes although the approach may

		be somewhat basic. It will show some originality and ambition and the achievement of its primary goal(s). Technically it will be of satisfactory quality with a successful overall structure and the application of effective research/ planning.
40-49%	3rd: Third (Pass)	Represents the overall achievement of the appropriate learning outcomes to a threshold level. Work of an overall satisfactory standard although little originality and/ or ambition is demonstrated. Technically it will be competent in quality with a reasonably successful overall structure and the achievement of its primary goals. It will be based on a degree of research/ planning and exhibit some critical awareness of the medium.
25-39%	Fail	Represents an overall failure to achieve the majority of the appropriate learning outcomes. Work of poor quality exhibiting little originality or ambition and weakness in content, structure and technical standard. Little evidence of original research or of a critical awareness of the medium.
10-24%	Bad fail	Represents an overall failure to achieve the appropriate learning outcomes. Work of very poor quality exhibiting little or no originality or ambition and extreme weakness in content, structure and technical standard. Little or no evidence of original research or of a critical awareness of the medium.
1-9%	Very bad fail	Represents a failure to achieve any of the learning outcomes; an extremely weak attempt that may be incomplete, and/or shows no recognition of the question or how to respond to it.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

Mode of study

On campus.

Programme structure

The programme is only available for full-time study over three years, in which you take modules to the value of 360 CATS. In year one, you take five theoretical modules that introduce you to the major fields of study. These are then further explored in a range of core and optional theory modules in year two. You are then able in year three to specialise in a number of different areas from the options offered by the Department. It is also possible for you to propose a topic for a dissertation.

Following an 'Induction to Media Practice' diagnostic module at the start of the programme, in which you are introduced to nine different practice areas – Animation, Creative Writing, Journalism, Illustration, Interactive Media, Media Campaigning, Photography, Radio, Television – you decide on two of these areas for further study. After the first term of your second year, you will be able to specialise in one of these two practice areas for the second half of the degree.

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Film and the Audio-Visual: Theory and Analysis	MC51018	15	4	Compulsory	1
Key Debates in Media Studies	MC51006	15	4	Compulsory	1
Induction to Media Practice	MC51003	15	4	Compulsory	1
Media, History and Politics	MC51002	15	4	Compulsory	2
Media Arts	MC51019	15	4	Compulsory	2
Culture and Cultural Studies	MC51005	15	4	Compulsory	2
Media Production Option 1	MC51004	30	4	Compulsory	2, 3

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Media, Modernity and Social Thought	MC52014	15	5	Compulsory	1
Psychology, Subjectivity and Power	MC52003	15	5	Compulsory	2
Modules to the value of 30 credits from an annually approved list from the Department of Media Communications, and Cultural Studies. This includes the Goldsmiths Elective and the Goldsmiths Social Change module.	Various	30	5	Optional	1,2
Media Production Option 2	MC52006A	30	5	Compulsory	1
Media Production Specialism	MC52007A	30	5	Compulsory	2

Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
Media Production	MC53034	60	6	Compulsory	1, 2
Modules to the value of 60 credits from an approved list available from the Media, Communications and Cultural Studies Department	Various	60	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.

Placement opportunities

The Department's Work Placements and Internships Manager works closely with the Goldsmiths' Careers Service to organise events and support students to find placements for the Work Placement module, on which enrolment has grown from 30 students (2018) to 120 (2022). The Work Placement module is open to all undergraduate students in the Department, including those on joint degrees. Students taking the module complete a ten-day work placement during the Summer term/holiday of their second year, then submit an essay (60%) and a presentation (40%) for assessment during the Autumn term of their third year. Teaching on the module has been expanded to include workshops on CV Writing, Portfolios, Personal Brand, LinkedIn and Speculative Applications. All students taking the module also have an appointment with a CV Checker through the Career Service. Placements providers for Summer 2022 included SWNS, TBI Media, Academy Films, Publicis, The River Group, Rogue Films, TwoFour, Dazed/Nowness. a number of local

charities such as 999 Club, Healthwatch Greenwich, Bold Vision and thinktank Common Vision.

Employability and potential career opportunities

The Work Placements and Internships Manage runs the department's Jobs, Internships and other Career Opportunities VLE page, which provides careers resources and information about job and internship opportunities, employability workshops and careers talks. The Department offers a wide programme of industry-focused events for students from masterclasses to Media Forums and these types of events are kept track of and promoted as part of the 'Industry Insights' scheme. In recent years, these have included a Podcasting Networking Event, a workshop on going self-employed by JournoResources, a screening with director Apichatpong Weerasethakul, visiting animation lecturer Isaac Holland and a Media Forum on 'Fighting Racism in the British Media'. The Work Placements and Internships Manager also works closely with the Careers Service to promote their core employability offer to students and signpost all the resources available.

The key attributes of Goldsmiths' graduate-focused Elements initiative which offer a substantial depth of experience in this programme are **Storytelling**, **Collaborative Practice**, **Professional Agility** and **Questioning the Status Quo**. A full list of all ten Elements and their definitions can be found [here](#).

The typical types of career opportunities from this programme using **Storytelling** include, but are not limited to Writer, Editor, Podcaster, Head of Story, Copywriter, Director, Animator, Talent Manager.

The types of career opportunities from this programme using **Collaborative Practice** include, but are not limited to Magazine Journalist, Editorial Assistant, Digital Marketing Manager, Production Co-ordinator, Television/Film/Video Producer.

The types of career opportunities from this programme using **Professional Agility** include, but are not limited to Journalist, Producer, Production Manager, Location Manager, Photographer, Social Media Manager and Graphic Designer.

The types of career opportunities from this programme using **Questioning the Status Quo** include, but are not limited to Documentary Film maker, Web Content Manager, Creative Director, Higher Education Lecturer.

Programme-specific requirements

Not applicable

Tuition fee costs

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

Specific programme costs

To be confirmed