Goldsmiths
UNIVERSITY OF LONDON

MA Design: Expanded Practice
Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: MA Design: Expanded Practice

Name of Interim Exit Award(s): Not applicable

Duration of Programme: 15 months full-time

UCAS Code(s): Not applicable

HECoS Code(s): (100048) Design

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: August 2017

Home Department: Design

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

Not applicable

Programme overview

The MA Design: Expanded Practice is a 15-month (210 CAT) programme which supports students in the expansion and acceleration of their practice, actively building the conditions for the vanguard of design. Students will be asked to challenge the role and norms of their practice in search for an emerging type of 'advanced design'. We are seeking designers and non-designers to enter the programme with a range of skills to research, engage, produce and critique their own way of working. Every module in the programme is designed to offer possibilities for expansion and will contribute to building a body of work that evidences that expanded practice. The Programme is built as a set of interrelated thematic STUDIOS and delivered through a system of PROJECTS using CURRICULAR LENSES.

Studios

The programme is structured around a number of thematic areas of investigation (Studios) each situate the students (practitioners) in a different field of study and reference. The studios will be encouraged to build their own identity within the programme; sustaining our diversity of practice, building a rich identity and attracting a broad range of applicants. The

studios demand a deep understanding of how design is set to address and affect change within contemporary society. Each studio takes a post-disciplinary approach to its practice; where tools, techniques, media and methods are appropriated and adopted in response to the demands of a project. The studios will help build collaborative and material skills through project based learning where collective investigation is carried out alongside faculty and visiting experts. The following is an indicative list of studio descriptions, which will be updated on an annual basis to maintain the programmes engagement and responsiveness to contemporary and emerging design concerns.

Spaces & Participation

This studio locates design, in an active and transformative capacity, within complex socio-political networks. It aims to explore 'ways of acting' within systems of control as well as new modes of public participation and engagement spanning performance and activism. The studio explores relations between the physicality of space, people and use. We will begin to negotiate and shape behaviours, and (inter) actions in responsive and innovative ways through an understanding of space as transformative in relation to context, site and situation - from personal and intimate to architectural and planetary. We embrace the complexities of contested spaces, often hidden behind a language of efficiency, improvement and regulation to explore power relations in the arrangements and movements of the systems and structures we inhabit.

Communication & Experience

The studio focuses on investigation and communication, acknowledging a clear interdependency between 'content' (that being investigated) and 'container' (the exploration of the means of communication). Following an interpretative or curatorial process, we encourage the exploration of new formats and languages of communication using all means and media, through an interplay of space, objects, film, comics, gaming, language, graphics, etc. The work we support seeks to engage with the public, not as audience, but as co-respondents, co-authors and co-inspirators.

Fashions & Embodiment

This studio facilitates conversations between making and unmaking, global and local, ethics and aesthetics, object and system, bodies and clothes. We challenge accepted boundaries and perceptions to explore fashion as a mode of collective agency. This requires questioning the relationship between fashion and consumption and generating knowledge and approaches that foster the transformative capacities of fashion and dress. We aim to broaden and reposition fashion practice through rethinking the relationships between

garment, image, text, body and context to explore innovative ways of thinking, making and doing fashion.

Innovation & Service

This studio reaches out to emerging areas of design and wider forms of knowledge to expand innovation. At the centre of this is the development of new processes that shape the future of innovation, and the practices that constitute it. We explore how design can empower society, from the individual citizen to larger organisations that make up our social and cultural worlds. We want our students to take responsibility through their practice, developing creative precision in your analysis and application of design in the world. The studio embraces an informed and critical understanding of the context of innovation projects, generating values that have a positive effect.

Interactions & Engagement

This studio explores how modes of engagement with interactive technologies shape and mediate society and culture. In this, technology is not neutral and we resist hardware-generated descriptions. We analyse inherited modes of engagement (such as co-design, public engagement, user centred design, human computer interaction) and data collections to extend and challenge the understanding of methodological innovation. We draw on science and technology studies (STS), empirical speculation and biotech industries to develop experimental modes of engagement that reconsider the nature of emerging technologies in society.

Programme entry requirements

We are opening our Master's programme to applicants who wish to evolve design through new contexts and cultures. We invite applications from, but not limited to, the following areas of traditional design practice:

- Interaction Design
- Product Design
- Service Design
- Fashion/Textiles Design
- Graphic Design
- Design Writing
- Design Curating
- Interior Design

Applicants wishing to apply from another field of study (such as sociology, psychology, economics, teaching, social work, science and engineering) will be welcome. Although all forms of practice are embraced on the programme, students will be asked to transform their practice through the tools, methods and processes of design. The programme aims to challenge the role and norms of various practices, within the context of contemporary design.

Each applicant will be asked to declare their preferred Studio (1st and 2nd choice) by answering a series of specific questions relating to their aims, aspirations and interests and/or brief set by the studio.

Applicants should have (or expect to be awarded) an undergraduate degree of at least second class standard in a relevant/related subject. Applicants who are not a graduates or their degree is in an unrelated field are welcome to apply if they have relevant (professional) experience and can demonstrate the ability to work at postgraduate level.

English language requirements: IELTS 6.5 (with a minimum of 6.5 in the written test).

Aims of the programme

This programme aims to:

- Develop a rich, thorough and rigorous design process that enables you to produce original and inventive creative practice.
- Enable you master, invent and deploy a wide range of creative methods to develop a deeply personal design practice.
- Expand your practice through the exposure and exploration of new fields, theories, contexts and approaches.
- Enable you to contextualise and critically evaluate your work in relation to a wide range of topics, issues and problems shaping contemporary society.
- Foster a trans/post disciplinary practice in design, where the synthesis of heterogeneous knowledge forms will enable the repositioning of design.
- Develop interpersonal and leadership skills necessary for effective collaborative and collective work.
- Understand your role and value within a team to prepare you for professional practice.
- Evolve a rich inquiry-based design practice to investigate social and material relationships and contexts.
- Understand your practice in the context of professional networks. Through curriculum-linked activities, placement opportunities and/or negotiated external projects you will; develop the qualities and skills necessary for employment; exercise

initiate and personal responsibility; develop decision-making capabilities in complex and unpredictable situations.

- Extend critical thinking and self-reflexivity, as well as empathy, towards your own work; enabling an awareness and sensitivity towards the context of design (people, places and practices).
- Develop a sense of ambition that demonstrates intellectual courage, perseverance and resilience in your practice.
- Build a sophisticated understanding of the power dynamics, positions of privilege and responsibilities of design in any given context.

What you will be expected to achieve

Students who successfully complete the programme will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A high-level understanding of devising and conducting design through synthesising theoretical and practice-based knowledge.	Studio Expanded Practice; Design Transfocality
A2	The ability to debate and assess designs influences on culture and society.	Studio Expanded Practice Design; Transfocality Extended Study
A3	Demonstrate a deep and critical understanding of how factors such as globalisation, race, gender and culture intersect and impact on design.	Studio Expanded Practice; Design Transfocality
A4	Understanding the nature of design inquiries as emergent processes.	Studio Expanded Practice; Design Transfocality
A5	Explain how design and creativity can play a strategic role in society and the environment.	Studio Expanded Practice; Design Transfocality

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The ability to critically and effectively evaluate and reflect on relationships between design, politics, environment, science, technology and society.	Studio Expanded Practice Design; Transfocality Extended Study

Code	Learning outcome	Taught by the following module(s)
B2	The ability to systematically review and debate perspectives of and approaches to design.	Design Transfocality; Extended Study
B3	Develop criteria for evaluation, by clarifying values and standards.	Studio Expanded Practice; Design Transfocality
B4	An informed ability to analyse, contextualise, and where appropriate re-direct your own future role and practice as a designer and to locate yourself as a change agent.	Studio Expanded Practice; Extended Study

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	The enhanced ability to develop a personal perspective through practice-based design.	Studio Expanded Practice; Design Transfocality
C2	The ability to use, adapt and develop design methods and processes in an ethical, imaginative and proactive way.	Studio Expanded Practice; Design Transfocality
C3	Effectively present their ideas and concepts both visually and verbally, making use of traditional, contemporary and/ or emergent media.	Studio Expanded Practice; Design Transfocality

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	High-level skills in managing practice-based assignments and communication skills.	Studio Expanded Practice Design; Transfocality Extended Study
D2	Appreciate their responsibilities within a project; whether working in a team, collaboration or independently.	Studio Expanded Practice Design; Transfocality Extended Study
D3	Demonstrate advanced project management skills, taking a pro-active, entrepreneurial approach whilst meeting strict deadlines.	Studio Expanded Practice; Extended Study

Code	Learning outcome	Taught by the following module(s)
D4	The ability to operate creatively and imaginatively within the constraints of designated tasks and activities.	Design Transfocality; Extended Study

How you will learn

Projects

The programme will be largely delivered through shared project briefs. These briefs aim to build an experimental and exploratory design process. The projects will open up an opportunity for students to work collectively on research projects, external industry briefs and wider department research themes. Through project based learning, students will evolve a design practice that is both progressive but also thoughtful, critical and grounded in the complex realities of the world. Project-oriented delivery means more emphasis on practice. Allowing for input from experienced practice- based staff and to capitalise on our world-class visiting practitioners projects will be focused towards a series of curricular lenses.

Curricular Lenses

These lenses allow for a breadth and openness in terms of delivery and deliverables, with the aim to nurture post-disciplinarity. They should engage any student, from any Studio, and will not focus on specialist skills or knowledge. The lenses underpin the thematic formation of the Extended Practice Project options.

Indicative curricular lenses:

- Education & Pedagogy
- Nature & Environment
- Curation & Heritage
- Health & Wellbeing
- Policy & Governance
- Science & Infrastructure
- Activism & Citizenship
- Fiction & Narrative
- Data & Information

On this programme students will attend lectures and seminars to introduce ideas and concepts related to specific topics, and will be encouraged to discuss and debate the issues raised. This will enhance academic knowledge of the subject, as well as improve

communication skills. Students will also engage in workshops and tutorials that will develop practical and technical skills in design. For each hour of taught learning students are expected to complete another 5-6 hours of independent study. This typically involves carrying out required and additional reading, preparing topics for discussion, or producing project work. The emphasis is on independent learning, developing independent perspectives and ideas and finding evidence to support these. This requires excellent motivation and time management skills.

Learning and teaching on this degree will take place through:

- Core lectures will highlight key aspects of the subject and provide the content and framework for group seminars.
- Seminars linked to core lectures, will enhance students' knowledge and understanding of a subject area. They will provide an opportunity for students to clarify their understanding of particular theoretical, practical and methodological themes and topics.
- Presentations will provide students with opportunities to display and/or present their work that reflects the development of their knowledge and understanding. These forums are structured to provide an exploratory arena for constructive feedback.
- Workshops/labs will enable students engaged in practice-based research to develop new skills if and as required. Individual support can be organised through the department senior workshop/computer lab tutors, textiles lab managers and technicians and are dependent on need, number and timing.
- Individual tutorials will provide students with opportunities for engaging with more in-depth feedback on their progress.
- Online learning through the VLE will support the methods described above, and comprise of research material for lectures, seminars, briefs and other programme related material. This resource will enable flexible modes of study, which can be negotiated in relation to individual learning requirements and for communication between and among students and tutors.

Throughout the programme, students will be encouraged to make use of the support provided by the Learning Resources team, subject librarians and the English Language Unit. These will be introduced to students as part of the first Compulsory module, and will provide an important ongoing resource as they develop greater independent design and research capacities over the course of the programme.

How you will be assessed

Formative assessment will take place through regular tutorials, critique sessions and project presentations. Formative assessment allows students to reflect on their progress and

decide areas for focus and/or improvement. Formative assessment and feedback will be facilitated by a range of Department staff, as well as through peer review and inter- Studio discussion.

Summative assessment will take place at the end of each module. The nature of the submission will vary according to the structure and focus of the module and the modes of practice relevant to each individual Studio. Examples of summative submissions might be: oral and visual presentations, written work (essays and reports), projects and reflective portfolios.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	Written Descriptors: Through both the form and content of the writing the student has produced an exceptionally accomplished piece of work and exhibited an exceptional grasp of the knowledge, understanding and skills described in the learning outcomes of the module. The writing exhibits an exceptional understanding of the key concepts and issues that attend the topic addressed. It is superbly focused and demonstrates an exceptional understanding of the scope of the thesis advanced. The thesis is built through extensive, balanced and exceptionally sound research, acute critical analysis and highly fertile interpretations of the issues and ideas raised. This is linked to clear and highly creative thinking producing an exceptionally original, ambitious and insightful piece of writing. The writing is impressively well formed, well structured, well expressed, cogent and lucid. The work is communicated and presented in an exemplary, imaginative and engaging way without sacrificing clarity. Practice Descriptors: The student has produced an exceptionally accomplished piece of work and exhibited an exceptional grasp of the knowledge, understanding and skills described in the learning outcomes. They have applied this to produce highly ambitious and original work of exceptional quality for Masters level. Concepts and theories have been highly imaginatively used to generate and then build work of exceptional depth, highly considerate of the practicalities of use/reception. The methods and processes used to produce the work show an extremely high level of exploration and

Mark	Descriptor	Specific Marking Criteria
		imaginative and meaningful connections backed up with highly thorough and appropriate research. Risks – considered and apposite - have been taken at a number of points in the production of the work to find exceptionally original and meaningful outcomes. The work has been communicated and presented in an extremely clear and impressively engaging way. Time and resources have been managed in an exemplary way through the full module of the project. All of this adds up to an exceptionally accomplished piece of work, executed to an extremely high standard.
70-79%	Distinction	Written Descriptors: Through both the form and content of the writing the student has evidenced an excellent grasp of the knowledge, understanding and skills described in the learning outcomes of the particular module. The writing exhibits an excellent understanding of the key concepts and issues that attend the topic addressed. It is intensely focused and demonstrates an excellent understanding of the scope of the thesis advanced. The thesis is built through balanced and extremely sound research, acute critical analysis and fertile interpretations of the issues and ideas raised. This is linked to clear and creative thinking producing an original, ambitious and insightful piece of writing. The writing is extremely well formed, well structured, well expressed, cogent and lucid. The work is communicated and presented in an extremely imaginative and engaging way without sacrificing clarity. Practice Descriptors: The student has exhibited an excellent grasp of the knowledge, understanding and skills described in the learning outcomes and has applied this to produce ambitious and original work of excellent quality for Masters level. Concepts and theories have been imaginatively used to generate and then build work of considerable depth, considerate of the practicalities of use/reception. The methods and processes used to produce the work show a very high level of exploration and imaginative and meaningful connections backed up with thorough and appropriate research. Risks - considered and apposite - have been taken at a number of points in the production of the work to find original and meaningful outcomes. The work has been communicated and presented in an extremely clear and

Mark	Descriptor	Specific Marking Criteria
		engaging way. Time and resources have been extremely well managed through the full module of the project. All of this adds up to a highly accomplished piece of work that is executed to a very high standard.
60-69%	Merit	Written Descriptors: A good piece of work that shows, in form and content, that the student has a good grasp of the knowledge, understanding and skills specified in the learning outcomes of the module. Key concepts and issues that attend the topic have been identified and addressed in good measure in the writing. The writing is focussed and demonstrates a good understanding of the scope of the thesis advanced. The research, critical analysis and interpretations of the issues and ideas raised are of high quality, with coherent and sound ideas. They demonstrate a certain level of ambition and show some insight and originality. The form, structure and expression of the writing is of a good standard and the thesis is well articulated and persuasive. The work is well communicated and presented. Practice Descriptors: A good piece of work which shows that the student has a good grasp of the knowledge, understanding and skills specified in the learning outcomes and is able to apply them to produce work of some ambition and originality. Concepts and theories have been used in producing the work and the practicalities of use/reception have been considered. The methods and processes used to produce the work show that the student has explored and entertained different possibilities throughout the project and developed the project with some imagination. A good amount of research has been used to find and substantiate work. Time and resources have been well managed through the module of the project. The work produced is of a good technical standard.
50-59%	2.2: Lower Second (Good)	Written Descriptors: A competent piece of writing that shows that the student has a fair grasp of the knowledge, understanding and skills described in the modules' learning outcomes. The writing exhibits some understanding of some of the key concepts and issues that attend the topic. A reasonable attempt has been made to focus the thesis and to engage with its implications and scope. The research, critical

Mark	Descriptor	Specific Marking Criteria
		analysis and interpretations of the issues and ideas raised are adequate, with some ideas advanced and an adequate level of coherence. The work is straightforward and descriptive, demonstrating a minimal level of insight and originality. The form, structure and expression of the writing are of an adequate standard and the thesis is competently articulated. The work is adequately communicated and presented. Practice Descriptors: A competent piece of work that shows that the student has a fair grasp of the knowledge, understanding and skills described in the Modules' learning outcomes and has made a reasonable attempt to apply them in producing the work. Although concepts and theories have been used to produce the work there is an awkwardness in the way they are brought through in practical application. The context of use/reception has been partially considered in the work. The methods and processes used to develop the work are competent but lack adventure. Research is adequate but lacks breadth and/or depth or is not totally appropriate to the task. The project has been adequately managed and the work produced is technically competent.
30-49%	3rd: Third (Pass)	Written Descriptors: The work may not be without merit but is not of Masters level. The knowledge, understanding and skills described in the Modules' learning outcomes for the most part have not been attained. The work is ill conceived and poorly considered. The work is not of a satisfactory standard in either what it sets out to express or in how it expresses it. The writing is deficient in a number of ways, such as: key concepts not being identified and/or addressed; research being minimal or non-existent; ideas being poorly formulated and/or substantiated; the writing being unfocused with irrelevant and inappropriate material included. Organisation and presentation are poor. Practice Descriptors: The work may not be without merit but is not of Masters level. The knowledge, understanding and skills described in the Modules' learning outcomes for the most part have not been attained. The work is deficient in the way theories and concepts have been used and applied in practice and it evidences minimal development. The work has

Mark	Descriptor	Specific Marking Criteria
		been poorly executed and shows little in the way of ideas and imagination.
10-29%	Bad fail	Written Descriptors: The work is not of masters level. The knowledge, understanding and skills described in the Modules' learning outcomes have not been attained. The range of sources is very limited. There is little interpretation or analysis and a lack of breadth or awareness of contextual framework. The work demonstrates weak organisational structure, lacking in discussion and commentary and has unfocused/ incoherent argument. Presentation demonstrates incorrect scholarly procedures. Practice Descriptors: The work is not of masters level. The knowledge, understanding and skills described in the Modules' learning outcomes have not have been attained. Materials and processes do not demonstrate a level of expertise commensurate with that necessary for the coherent articulation of the visual idea/concept. The work has been presented with errors and inconsistencies and shows little evidence of technical competence.
1-9%	Very bad fail	Work has been submitted but is too insubstantial to merit a bad fail.
0%	Non submission or plagiarised	Non submission.

How the programme is structured

Studio Expanded Practice (120 CATS)

This module is the equivalent of a 'Major Project' - a body of practice that evolves throughout the duration of the programme in three distinct phases:

Phase 1: Shared project taught 'in Studio'

Phase 2: Studio mentorship and activities

Phase 3: Major Project.

Design Transfocality (60 CATS)

Students select two projects (1 in Term 2 and 1 in Term 3) from the six projects offered. These projects are delivered 'cross-studio'.

Extended Study (30 CATS)

Students select a Professional Placement, Master Class, Summer Class, Field research or Conference in order to develop professional skills and networks.

Module Title	Module Code	Credits	Level	Module Status	Term
Studio Expanded Practice	DS71106A	120	7	Compulsory	1-5
Design Transfocality	DS71105A	60	7	Compulsory	2-3
Extended Study	DS71107A	30	7	Compulsory	4

Academic support

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

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the Library and information available on Learn.gold (VLE) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the Goldsmiths website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Disability and Wellbeing Services maintain caseloads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running The Gold Award scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Links with employers, placement opportunities and career prospects

Graduates of the MA Design Expanded Practice can expect to enter a wide range of careers, from researching or designing for an organisation, progressing further in academia, entering into journalism or writing, to establishing their own independent creative practice. This programme helps students develop their critical and analytical abilities as well as a great number of practical sought-after skills and competencies. Students will be equipped with the necessary expertise to develop a personal professional practice where they can expect to operate in roles such as individual designer/researcher, designer/maker, creative technologist/practitioner or freelance consultant.

Particularly the Extended Study module (30CATS - Term 4) equips students with externally facing 'real- world' experiences that can be synthesised with, and contribute to, their ability to develop and manage their own businesses, creative studios, design projects or research activities after graduation. It also facilitates the building of professional and creative relationships and networks beyond Goldsmiths.

The programme also supports students who wish to further develop their design practice or research interests in an academic setting, for example students who wish to continue their postgraduate training at MPhil/PhD level or fulfil other research roles.

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

Problem solving skills how and where

1) Critical and Analytical skills (taught by all modules)

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

2) Adaptability (taught by all modules)

The programme fosters versatility in students by giving the choice between practice based and written work as methods of assessment for each module, offering different critical and analytic opportunities.

The programme encourages students to adapt to the rich complexity of research settings and the particular challenges they offer. The programme supports responsiveness to social, ethical, environmental and economic conditions as well as the ability to adapt to emerging media and business models.

3) Flexibility (taught by all modules)

Flexibility is developed in a similar way to adaptability. In addition, as the students progress through the programme they will develop flexible process of research, testing and conceptual prototyping, together with ongoing critique and reflection, emerging practitioners will hone their individual creativity, whilst acquiring critical and entrepreneurial skills.

4) Numeracy and literacy (taught by all modules)

Literacy is emphasised throughout the course through the production and analysis of research data, essays and reports required for assessment in the various modules

5) Creativity (taught by all modules)

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

Business & entrepreneurial skills

1) Commercial awareness (taught by all modules)

The programme introduces students to business models that exist and reviews how best to build a financially sustainable practice/research.

2) Computer literacy (taught by all modules)

The programme supports the development of computer literacy through the implementation of emerging digital media. Practically, students will be using computers as part of their day-to-day design work including presentations, reports and essay writing, presentation and communication in Keynote or equivalent, as well as Online journaling in the form of blogs and twitter. Students will also be required to use Goldsmiths VLE.

3) Networking skills (taught by all modules)

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

4) Initiative (taught by all modules)

Initiative is supported and encouraged in all areas of the programme through identifying and undertaking research, formulating inventive research techniques and methods, initiative demonstrated in written coursework, including reviewing and analysing relevant literature and the initiative to link theoretical perspectives with practice-based design work.

5) Negotiation skills (taught by all modules)

6) Interpersonal skills (taught by all modules)

Interpersonal skills will be practiced in relation to the undertaking of: design research in a specific social setting, or research interactions as well as participation in group seminars and critiques. Particularly the Design Transfocality module (Term 2 and 3) encourages group-work and peer review and collaborative outcomes will also be encouraged. As such, interpersonal skills will be developed throughout the programme.

7) Teamwork (taught by all modules)

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

8) Leadership skills (taught by all modules)

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

9) Diplomacy (taught by all modules)

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

10) Social skills (taught by all modules)

11) Empathy (taught by all modules)

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

Interpersonal skills

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

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

2) Time management (taught by all modules)

See Planning and Organisational skills.

3) Reflection (taught by all modules)

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

4) Self-motivation (taught by all modules)

5) Insight (taught by all modules)

Communication skills

1) Articulation (taught by all modules)

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

2) Presentation skills (taught by all modules)

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

3) Networking (taught by all modules)

See previous networking section.

4) Self-marketing (taught by all modules)

Invited professional practitioners provide insight into the various career pathways and how self-marketing might be achieved in relation to students' particular interests. Self-marketing is also an implicit aspect of the programme where students acquire the ability to clearly

articulate their research and outcomes and position their work within the broader context of their professional design worlds and society as a whole.

5) Persuasiveness (taught by all modules)

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

6) Emotional intelligence (taught by all modules)

The requirements of a Goldsmiths degree

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section "How the programme is structured" above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the Goldsmiths Qualifications and Credit Framework.

Modules

Modules are defined as:

- "Optional" – which can be chosen from a group of modules
- "Compulsory" – which must be taken as part of the degree

Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section "How the programme is structured" above.

Classification

Final degree classification is calculated on the basis of a student's mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

> Distinction – 70%+
> Merit – 60-69%
> Pass – 50-59%

More detail on the calculation of the final classification is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the "What you will be expected to achieve" section above.

The above information is intended as a guide, with more detailed information available in the Goldsmiths Academic Manual.

Programme-specific rules and facts

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Specific programme costs

Not applicable.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the Quality Office web pages.