Programme Specification
Undergraduate Programmes

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Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	BSc (Hons) Business Computing and Entrepreneurship BSc Business Computing and Entrepreneurship with Work Experience BSc Computing and Information Systems
Name of Interim Award(s)	Certificate of Higher Education in Business Computing and Entrepreneurship; Diploma of Higher Education in Business Computing and Entrepreneurship
Duration of Study/Period of Registration	3 years full-time; 6 years part-time.
UCAS Code(s)	IN11
HECos Code(s)	(100366) Computer Science (100079) Business Studies
QAA Benchmark Group	Computing
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification last updated/approved	November 2017
Primary Department/Institute	Computing

Departments which will also be involved in teaching part of the programme
ICCE

Programme overview

This programme is a partnership between the Department of Computing and the Institute for Creative and Cultural Entrepreneurship, and will provide you with both the technical and business education required for modern digital and computing businesses. Goldsmiths' creative approach to technology uniquely prepares you for the modern creative technologies and digital media industries.

Why study BSc (Hons) Business Computing and Entrepreneurship at Goldsmiths?
You'll learn the technical skills to develop digital product as well as the entrepreneurial skills to bring them to market Our teaching is strongly focused on practical work in real world situations
The degree aims to equip you with a wide range of technical and business skills, ranging from computer programming to team work and creative thinking, to meet the current demands of the industry and to increase your career prospects

The creative technologies industry is growing, both in London and globally; Goldsmiths' creative ethos will mean you're well prepared to join this industry. You'll have the option of taking a business placement year between the second and final year (subject to eligibility), allowing you to gain invaluable work experience that will enhance your employability

What you study

This degree aims to provide you with a detailed understanding of the concepts and techniques of business computing. In achieving this, a further aim is to equip you with the skills to design, develop and deploy software systems for business and organisations.

You'll be equipped with the fundamental skills to become a professional working in all areas relating to

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UNIVERSITY OF LONDON

computing and digital businesses. The programme will provide you with a clear view of the whole process of real world software creation, from technical details of design and development to the business aspects of entrepreneurship and project management.

At all stages you will be encouraged to be creative and independent in your work, attributes that are vital to the modern technology industry that combines computing, media and entrepreneurship.

Programme entry requirements

You will be expected to have at least BBB at A2 level, or equivalent. A levels relating to Mathematics, Computer Science, Information technology, or Business Studies are preferred, but we encourage applications from those without a formal qualification in these areas who can demonstrate relevant enthusiasm, knowledge, skills and experience.

Applicants may be called for an interview, at which time they may be asked to take a computer aptitude test. If you do not have an A2 level qualification, or equivalent, relating to the sciences, you should have a B in GCSE Mathematics, or equivalent.

Applicants whose first language is not English must have received a score of 6.0 or more in the IELTS (or equivalent) examination for written English.

Aims of the programme

The aim of this programme is to produce graduates who are independent, creative and reflective Business Computing practitioners and entrepreneurs. Our graduates should have:

- an understanding of the roles of business professionals participating in the phases of building Business Computing systems.
- a detailed understanding of knowledge and skills necessary create and deploy business computing systems in commercial contexts.
- the programming skills required to design and build business computing systems for Internet and mobile environments.
- an understanding of successful of business systems deployed and to appreciate that such success is in no way guaranteed even when the latest technology is used.
- an understanding of and be able to apply the security, legal and ethical issues that may arise when computing systems are used in Business.
- knowledge of computing technologies across a range of core and specialist topics.
- key technical skills that enable them to gain a detailed understanding of the challenges facing computing professionals and how these challenges can be effectively addressed.
- the ability to work independently and in groups and reflectively evaluate their own work.

What you will be expected to achieve

Students graduating with a Certificate of Higher Education in Business Computing and Entrepreneurship must achieve the following learning outcomes at a basic level, but are not required to achieve them at a professional level.

Knowledge and Understanding		Taught by the following modules
A1	Basic knowledge of a programming language and its features	This will primarily be taught in the 1st year programming modules via lectures and programming exercises.

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UNIVERSITY OF LONDON

Cognitive and Thinking Skills		Taught by the following modules
B1	Computational Problem solving	Primarily taught in the 1st year programming modules. Teaching will be via problem solving and programming exercises
B2	Define and understand the nature, scope and deployment of a wide variety of business computing systems.	Taught in the 1st year module Business Enterprise in the Digital Era
B3	Define and understand the role of Information technology when deployed for business computing.	Taught in the 1st year module Business Enterprise in the Digital Era
B4	Understand and apply the security, legal and ethical issues that may arise when deploying business Computing systems.	Taught in the 1st year module Business Enterprise in the Digital Era

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Program computer software	This will be taught in the 1st year programming modules

Transferable Skills		Taught by the following modules
D1	Have core numeracy, literacy and IT skills to a graduate level.	Numeracy and IT skills are core to a computing degree and will feature throughout the curriculum.
D2	Be able to effectively present themselves and their work orally and in writing to a professional level.	Assessment throughout the programme will include considerable written and oral presentation.

The **Diploma of Higher Education in Business Computing and Entrepreneurship** includes all learning outcomes of the Certificate of Higher Education in Business Computing and Entrepreneurship. Students graduating with a Diploma of Higher Education in Business Computing and Entrepreneurship must achieve the learning outcomes of the Certificate of Higher Education in Business Computing and Entrepreneurship to higher level characterised by greater breadth and depth of knowledge, greater independence in practical work and more critical skills in evaluation and analysis. In addition, the Diploma of Higher Education in Business Computing and Entrepreneurship includes the learning outcomes listed below. Learning outcomes of the Diploma in Higher Education in Business Computing and Entrepreneurship should be achieved to the level of academic study or professional practice, within limited domains.

Knowledge and Understanding		Taught by the following modules
A1	A range of topics in computing technologies across a range of core and specialist topics. Knowledge should be sufficient to apply in a professional Software Development context	A range of core and specialist modules including: Web Programming AV Computing Data, Networks and the Web Principles and Applications of Programming

Cognitive and Thinking Skills		Taught by the following modules

B1	Apply computational thinking to the design and implementation of computing systems. Knowledge should be sufficient to apply to practical software development problems.	This will primarily be taught in the 1st and 2nd year programming modules. This skill will be applied across the programme but particularly in Software Projects
B2	Analyse and evaluate computing systems and technologies with reference to efficiency, correctness and suitability to users' needs.	This will be taught across the curriculum, but primarily in the programming modules and Software Projects
B3	Computing systems thinking and modelling for the design and implementation of business computing systems at a professional level.	This will be taught across the curriculum, but primarily in the programming modules and Software Projects
B4	Work in a group to propose, plan and evaluate a significant piece of computing project work.	This will be taught in the 1st year module Business Enterprise in the Digital Era and Software Projects.

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Effective presentation and demonstration of computing issues.	This will be taught in the 1st year module Business Enterprise in the Digital Era and the 2nd year module Creative and Social Enterprises
C2	Apply specific technologies, methods and tools to the analysis, design and implementation of computing software systems.	This will be taught in the 1st year modules and the 2nd year Software Projects module
C3	Understand and apply business computing theories and approaches to real-world scenarios.	This will be taught in the 1st year module Business Enterprise in the Digital Era and the 2nd year module Creative and Social Enterprises

Transferable Skills		Taught by the following modules
D1	Have core numeracy, literacy and IT skills at graduate level.	Numeracy and IT skills is core to a computing degree and will feature throughout the curriculum.
D2	Be able to reflect on and evaluate their work.	Students will be required to maintain a web page on which they will engage in reflective discussion of their work.
D3	Be independent and creative workers and learners	Our degree programmes have a particular focus, unusual in computing modules, on independent and creative work, starting with 1st year programming and continuing in Software Projects.
D4	Be able to work effectively in groups	Many modules will include group work but the largest scale will be the group project featured in the 1st year Module Business Enterprise in the Digital Era and the 2nd year Software Projects

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UNIVERSITY OF LONDON

		module.
D5	Be able to present themselves and their work effectively orally and in writing .	The 1st and 2nd year modulesl feature formative and summative presentation assessments.

The **BSc (Hons) Business Computing and Entrepreneurship** includes all learning outcomes of the Diploma of Higher Education in Business Computing and Entrepreneurship. The learning outcomes must be achieved to a higher level characterised by greater specialist knowledge and skills as well as greater independence of thought and practical work. All learning outcomes should be achieved to the level of professional practice within the games industry and knowledge and thinking skills should be achieved to the level of academic practice. As well as the learning outcomes for the Diploma of Higher Education in Business Computing and Entrepreneurship the BSc Honours has the following outcomes.

Knowledge and Understanding		**Taught by the following modules**
A1	A wide range of topics in computing technologies across a range of core and specialist topics. Knowledge should be sufficient to apply in a professional Software Development context.	The 3rd year optional taught modules

Cognitive and Thinking Skills		**Taught by the following modules**
B1	Propose, plan and evaluate a significant piece of project work, under supervision of an expert.	Final year project module.

Subject Specific Skills and Professional Behaviours and Attitudes		**Taught by the following modules**
C1	Presentation and demonstration of computing issues and challenges at a professional level.	This will be taught in the 1st year modules, Software Projects and the final year project
C2	Perform market and user group research relating to the viability of a computing based product or service	Creative and Social Enterprises and the Final Project in Business Computing
C3	research and generate a business case for a software product	Creative and Social Enterprises and the Final Project in Business Computing
C4	Apply specific technologies, methods and tools to the analysis, design and implementation of substantial computing software systems in relation to a business proposition	This will be taught across the curriculum and in particular in the final project
C5	Execute a significant piece of computing work, under supervision of an expert.	Final project module

Transferable Skills		**Taught by the following modules**
D1	Be able to reflect on and critically evaluate their work	Students will be required to maintain a web page on which they will engage in reflective discussion of their work.
D2	Be able to present themselves and their work orally and in writing to a professional level.	This will be taught in throughout the curriculum culminating in the final year project

How you will learn

The Department of Computing is committed to a diverse and stimulating range of learning and teaching

methods that ensure the programme outcomes are addressed rigorously and effectively. Learning emphasises a close synthesis between theoretical understanding and practical application that helps you develop an advanced, critical approach to the subject of computing. In addition, the College's Gold Award scheme and personal tutoring system are opportunities to develop coherent links between seemingly disparate elements in the programme.

The various modules of the programme provide a diverse range of topics across the scope of computing but are designed to form a coherent and cumulative body of knowledge and skills. These are further developed through your independent research and learning activities directed towards module assignments and the large-scale project component. The department is committed to providing a diverse and innovative range of teaching styles across its degree programmes. These include traditional lecture and laboratory sessions but also a range of more interactive and self-directed activities focusing on independent, creative work and self-presentation. The nature of the learning activities will vary greatly between different modules, but includes programming, building hardware devices, software design, project planning, group activity and creative work. In addition students will be expected to engage in considerable independent reading and practical work for all modules culminating in the final year project. This independent work will be supported by library resources, access to lab space and supervision from teaching staff.

The programme provides a range of modules, which provide a network of cross-referenced and cumulative knowledge across diverse areas of computing. You achieve the outcomes relevant to your individual pathway that combines core and optional modules, through the experience of interconnected teaching and learning strategies across the various elements of the programme. All modules provide a weekly lecture-lab or other session, which reinforces preparatory or follow-up reading, and other related learning activities in both group and individual settings to foster new understandings and skills.

How you will be assessed

The Department recognises that high quality assessment is a vital part of learning, particular when used formatively, and providing valuable feedback for future learning. Our assessment is designed to reflect "real world" skills and activity in order to give our students a strong preparation for the work place.

No single method of assessment can capture all aspects of computing or the full range of skills required by our graduates. For this reason we are committed to providing many diverse styles of assessment and to the development and use of novel forms of assessment. Our methods of assessment are designed to reflect business relevant activities and to encourage independent, creative work. As well as traditional examinations, our assessment includes many different types of "hands on" practical work including software development, business planning and group work. Students will be required to present their work in a number of different ways that reflect the contemporary work place, including traditional reports but also oral presentations and extensive use of the web for self presentation. Above all we encourage our students to be independent and creative thinkers and include considerable opportunities for open ended assessments that allow students to develop their own ideas.

Feedback is vital to effective continuing learning, the true value of assessment is that it shows students how to improve their work and learn more effectively in future. For this reason we are committed to providing timely and full feedback on all assessed assignments.

Throughout the degree programme assessment will happen in individual modules, each having assignments, each including some of the many diverse styles of assessment listed above, as well as end of year exams for some modules. As well as these small assignments, students will have a major project in their final year. This is a large scale piece of work which should integrate what students have learned throughout the programme. It provides students with an opportunity to independently tackle a large project that reflects real world software development. There are many different types of project, but all including the implementation of a substantial software system and a written report.

Goldsmiths
UNIVERSITY OF LONDON

Assessments are expected to make up roughly half of the workload of a taught module. A 15 credit module corresponds to 150 hours of work. Roughly 80 hours of this should be taken up with assessed coursework and examinations (including revision). The remainder is made up of 40 hours of contact time and a further 30 hours of private study.

Below is a list of the major types of assessment used in the department. Individual modules may vary slightly Practical Coursework.
Most of our modules will include an element of practical coursework that includes programming or otherwise creating a software system based on the material presented in the module. You will work independently, with an opportunity to ask for help in lab sessions. You will submit the finished software together with a written report or other type of documentation (oral presentation, web site, in code comments etc.). The assessment of coursework may also involve an oral examination, typically of a random selection of student or where there is suspicion of plagiarism. A 15 credit module will typically have 1 coursework and a 30 credit module will have 2.

There are five main types of coursework that we set, though individual modules may differ slightly.

Practical Coursework (worth up to 40% of a 15 credit module). This will involved answering a number of specific questions that involve either creating software or hardware from scratch or editing existing software. It will typically include a report or equivalent documentation and require about 30 hours of work.

Extended Practical Coursework (worth between 40% and 80% of a 15 credit module). This will involved answering a number of specific questions that involve either creating software or hardware from scratch or editing existing software. The work involved will be more substantial than a normal coursework and will also include scope for extending that software in ways that you choose. It will typically include a report or equivalent documentation and require about 50 hours of work.

Mini-project (worth between 80% and 100% of a 15 credit module). This will involve creating a substantial software system either partially or completely of your own design. It may also involve some formative working similar to a practical coursework. It will typically include a report or equivalent documentation and require about 80 hours of work.

Group project. This will involve creating a substantial software system or other piece of substantial worl in collaboration with a group of other students. The group will submit the completed software, and each individual will write a report discussing their own contribution to the software and the working of the group. Your mark will be based on the success of the project as a whole and also your contribution to it. It will typically require about 80 hours of work.

Examined Coursework (worth 100% of a 15 credit module). Some of our modules will involve a number of practical courseworks or extended practical courseworks that are either partially or completely assessed by a written examination. This examination will consist of questions relating specifically to the coursework. In general a single mark will be given based on performance in the examination and submitted coursework.

Written Coursework
Coursework may also take the form of a written essay. This will involve applying the ideas presented in the module and doing independent research or problem solving. There are four types of written coursework that we may set.
Written Problem Sheet (worth up to 40% of a 15 credit module). This will involve written answer to a set of clearly defined mathematical or technical questions. They will typically require about 30 hours of work.

Essay (worth up to 40% of a 15 credit module). This will involve writing in answer to a question about a

clearly defined topic. It will typically require about 30 hours of work.

Extended Essay (worth between 40% and 80% of a 15 credit module). This will involve writing in answer to a question about a clearly defined topic, but with more scope for independent research and choice of topic. It will typically require about 50 hours of work.

Mini-dissertation (worth between 80% and 100% of a 15 credit module). This will involve extensive independent research on a topic that is at least partially defined by you, within the scope of the module. It will typically require about 80 hours of work.

Examinations
The purpose of examinations is to test your understanding and work under timed, controlled conditions. Examinations will consist of a number of questions that you will have to answer in a limited time. They will be held in an examination hall in silence. A typical exam for a 15 credit (1 term) module will be 1hour 30 minutes long and consist of 3 questions with no choice, for a 30 credit (2 term) module it will be 3 hours and consist of 6 questions with no choice. Individual modules may have different examination arrangements. Typically you will not be allowed, notes, books or any internet access, though individual exams may allow access to certain books or web sites. There are four major types of examination used in the department:
Written Examinations. These examinations consist of a number of questions to be answered in writing. Typically this will be hand written on exam scripts provided.

Practical Examinations. These examinations will consist of a number of practical questions whose answers require programming or otherwise creative software systems. These examinations will be held in a computer laboratory with no internet access. Mixed Written/Practical Examinations. These examinations will consist of both written and practical questions. These examinations will be held in a computer laboratory with no internet access.

Coursework Examinations. These are written examinations where the questions are specifically about practical coursework that you will have done during the module (see above).

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	Represents an exceptional achievement beyond the standard requirements of a first class degree. Students' work should demonstrate considerable creative thought and be based on a critical evaluation of prior work. Work is likely to achieve some outcomes that would be expected at a higher level degree
70-79%	I: First (Excellent)	Demonstration of a thorough grasp of relevant concepts, methodology and content appropriate to the subject discipline; indication of originality in application of ideas, in synthesis of material or in implementation; insight reflects depth and confidence of understanding of the material. Students should be able to design and create computer systems that demonstrate considerable independent thought and are based on independent learning of prior work and existing technologies. Students should be able to critically evaluate their own work.
60-69%	Iii: Upper Second (Very good)	Demonstration of a sound level of understanding based on a competent grasp of relevant concepts, methodology and content; display of skill in interpreting complex material; organization of material at a high level of competence.

		Students should be able to demonstrate the ability to independently design, implement and evaluate a high quality and complex computer systems using knowledge from across the programme.
50-59%	IIii: Lower Second (Good)	Demonstration of an adequate level of understanding of relevant concepts, methodology and content; display of sufficient skill to tackle some complex problems; appropriate organization of material. Students should demonstrate the ability to create complex computer software, making use of prior knowledge and material taught within the programme
40-49%	III: Third (Pass)	Represents the overall achievement of the appropriate learning outcomes to a threshold level (honours). Demonstration of a limited level of understanding of relevant concepts, methodology and content; clear if limited attempt to tackle problems; display of some skill in organization of material. Students should demonstrate creation of a basic, complete and working computing system/ program.
25-39%	Fail	Represents an overall failure to achieve the appropriate learning outcomes.
10-24%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes (shall be deemed a valid attempt and not necessarily required to be re- sat).
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non valid attempt and module must be re-sat).
0%	Non submission or plagiarised	Work was not submitted or it was plagiarised

How the programme is structured

An undergraduate honours degree is made up of 360 credits – 120 at Level 4, 120 at Level 5 and 120 at Level 6. If you're a full- time student, you will usually take Level 4 modules in the first year, Level 5 in the second, and Level 6 modules in your final year.

A standard module is worth 30 credits. Some programmes also contain 15-credit half modules or can be made up of higher-value parts, such as a dissertation or Major Project.

Level 4

First year modules get you developing real world software from the very beginning. You will learn technical programming and web development skills while at the same time working in teams to develop complete software products.

You will develop web and mobile apps that fulfill the needs of you target market, ranging from a website for a local business to an iPhone app advertising a fantasy virtual band. You will be encouraged to work independently and think creatively about your target market and how to design software for them.

In the second term, you will undertake the Business Enterprise in the Digital Era module that focuses both on business and technical aspects of Business Computing by analysing the technologies used, and business theories applied, by successful businesses across the world.

Level 5

Modules in the second year deepen your technical abilities with modules on advanced programming, mobile development and databases, but also introduce you to practical and theoretical entrepreneurship skills. You will deepen your real world development skills with a large scale project developed as a team in an environment that mirrors industry practices, and learn about business models and planning.

Our degrees include an optional business placement year between the second and final year of study (subject to eligibility). Although we encourage you to take the opportunity of a placement year, you can also complete your degree in a straight three years.

Level 6

Your final year will prepare you for a major project, in which you apply your technological and business skills to solve real-world problems in innovative and practical ways. You will learn project management together with specialist computing topics from a range of optional courses. You will then undertake your final major project in which you will develop a business plan for a software or hardware product and then go on to implement that product.

If you opt for an industrial placement year, your placement tutor will assess your work. If you complete the placement year successfully, you earn the endorsement 'with work experience' on your degree certificate.

Academic Year of Study 1:

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Programming	IS51008D	30	4	Core	1,2
Web Development	IS51018B	15	4	Compulsory	1
Designing Digital Interactions	IS51019B	15	4	Compulsory	1
Symbolic Mathematics	IS51032A	15	4	Compulsory	1
Introduction to Business Statistics	IS51033A	15	4	Compulsory	2
Perspectives on Capital: Financial, Physical, Human and Social	IC51002A	15	4	Compulsory	2
Business Enterprise in the Digital Era	IS51010C	15	4	Compulsory	2

Academic Year of Study 2:

Module Title	Module Code	Credits	Level	Module Status	Term
Principles and Applications of Programming	IS52028A	30	5	Compulsory	1,2
Data, Networks and the Web	IC52027C	30	5	Compulsory	1,2
Software Projects	IS52018C	30	5	Compulsory	1,2
Creative and Social Enterprises: Business Models, Value and Planning	IC52014B	30	5	Compulsory	1,2

Academic Year of Study 3:

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UNIVERSITY OF LONDON

Module Title	Module Code	Credits	Level	Module Status	Term
Project in Business Computing	IS53046A	60	6	Compulsory	2,3
Modules to the value of 60 credits from a list of third year modules		60	6	Optional	1

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 who has overall responsibility 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.

Every student is assigned a personal tutor who will meet with their student twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first 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 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 ensure 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 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 Inclusion and Learning Support and Wellbeing Teams maintain case loads 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).

Goldsmiths
UNIVERSITY OF LONDON

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 throughout the year, which students can access directly at gold.ac.uk/asc/.

Links with employers, placement opportunities and career prospects

Graduates from this programme are expected to work in a great variety of areas, including management consultancy, information technology, creative industries, electronic commerce, banking, and general management. Many will also go on to study at postgraduate level research. Employers increasingly demand that new recruits are able to add immediate value to their organization. Because this programme offers the option of an industrial placement year, students can demonstrate that they have already achieved a certain level of professional competence and maturity, which could help you stand out in the job market.

The requirements of a Goldsmiths degree

Undergraduate degrees have a total value of 360 credits. They are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. Each full–time year corresponds to a level of the Framework for Higher Education Qualifications.

Year 1 = Level 4
Year 2 = Level 5
Year 3 = Level 6

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
"Core" – which must be taken as part of the degree and passed with a mark of at least 40%.
Progression:

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students normally must pass new modules to a minimum value of 45 credits before proceeding to the next year.
In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree:
In order to graduate with a classified degree, students must successfully complete modules to the value of 360 credits. However if a module which has not be defined as "core" has been failed with a mark of 35-39% and all three permitted attempts have been used, this module may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above. No more than 60 credits may be compensated this way across a programme and no more than 30 at any one level.

Classification:
Final degree classification will be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applyin a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively

Degrees are awarded with the following classifications:
First Class – 70%+

Upper Second – 60-69%
Lower Second – 50-59%
Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree

Intermediate Exit Points:
Some programmes incorporate intermediate exit points of Certificate of Higher Education and Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 (120 of which at level 5) credits respectively. The awards are made without classification.

The above information is intended as a guide. For further information, please refer to the Regulations for Undergraduate Students, which may be found here: http://www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

Students who have progressed to their work placement year while carrying over a failed module are not required to retake that module during the period of the work placement. A period in which they are doing their placement will not be required to count as an "eligible opportunity" for retaking. This regulation applies any examination period (summer and/or spring), if, and only if, the student is on a placement during that examination period.

Programme costs

General Costs

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

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/).

Goldsmiths
UNIVERSITY OF LONDON