Programme Specification

Undergraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	BSc (Hons) Creative Computing BSc (Hons) Creative Computing with Work Experience MSci Creative Computing
Name of Interim Award(s)	Certificate of Higher Education in Computing; Diploma of Higher Education in Computing
Duration of Study/Period of Registration	3 or 4 years full-time; 4 years full-time with the third year on placement
UCAS Code(s)	G452
QAA Benchmark Group	Computing
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification last updated/approved	September 2017
Primary Department/Institute	Computing

Departments which will also be involved in teaching part of the programme
Not Applicable

Programme overview

This programme is designed to prepare you for a career as a technology led creative in the media industries. The degree will nurture your development not just as a technical expert, but also as a creative thinker, allowing you to learn and explore through a combination of technology and imagination. Creative Computing prepares you for a career in computation for media, games and related areas by giving you both the technical understanding and the creative freedom to develop your ideas.

The programme has two core components. The first equips you with a range of key technical skills in programming for audio and visual media. These skills are delivered at the same level as traditional courses in computing, but form a specifically audiovisual perspective, giving you the tools you need to develop your ideas. The second core component gives you the freedom to use these skills in your own practical projects, creating games, applications, websites and interactive artworks that showcase your skills in creative technologies. In this way, you are encouraged to learn through experiencing the techniques of creative computation, whilst simultaneously developing your portfolio in technical arts practice.

Programme entry requirements

You will be expected to have at least BBB at A2 level, or equivalent.

An A2 level qualification, or equivalent, relating to science, technology and mathematics is preferred. However we encourage applications from those without a formal qualification in these areas who can demonstrate relevant knowledge, skills and experience.

All applicants may be called for an interview, at which time they may be asked to take a computer aptitude test. Applicants should ideally have a grade 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 computing practitioners. Our graduates should have:

- Knowledge of computing technologies across a range of core and specialist topics
- Understanding of the contexts in which computing technologies subsist in industry, with an emphasis on the creative industries
- The ability to design and implement software systems
- The ability to work independently and in groups and reflectively evaluate their own work

What you will be expected to achieve

Students who successfully complete the Certificate of Higher Education in Creative Computing will be able to:

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. It will be assessed via an examination.
A2	Knowledge of contemporary practice in at least one sub domain of computing	This will be taught in Designing Digital Interactions and specialist modules for individual programmes.
A3	The mathematical and computational principles underlying computing	This will be taught in the Mathematical Modelling module. Teaching will be via lectures and practical work. Assessment will be via practical coursework and exams.

Cognitive and Thinking Skills		**Taught by the following modules**
B1	Computational Problem solving	This will primarily be taught in the first year programming modules. Teaching will be via problem solving and programming exercises and assessment will be via practical programming coursework and examination. This skill will be applied across the programme
B2	Analyze, to a basic level, the requirements of computing software from a number of perspectives (technical, creative, user-centred, social and business) and design a basic software solution based on this analysis	This will be taught in the first year specialist modules. This will be taught presenting examples and students undertaking practical work to a specific brief.

Subject Specific Skills and Professional Behaviours and Attitudes		**Taught by the following modules**
C1	Program basic computer software	This will be taught in the first year programming module and applied across the curriculum. This will be

		taught primarily through practical programming work.
C2	Develop complete, though limited computing projects, individually and in groups	This will be taught by students doing practical work with guidance from staff in the practical modules in the first year.

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.

Students who successfully complete the Diploma of Higher Education in Creative Computing will be able to:

Knowledge and Understanding		**Taught by the following modules**
A1	A range of topics in computing including web technologies, multimedia, networking, data bases and a number of more advanced topics. Knowledge of most will be sufficient to apply to moderately complex application; some will be studied in greater depth.	A range of specialist modules including: Designing Digital Interactions Data, Networks and the Web Teaching will be via lectures and practical lab work. Assessment will be via examinations and practical coursework
A2	Programming languages, their features and the differences between languages. Knowledge will be sufficient for professional level software development.	This will primarily be taught in the 1st and 2nd year programming courses. Other courses will teach alternative languages and compare them to our core languages. Teaching will be via lectures and practical programming work. Assessment will be via examinations and written reports on practical programming course work.

Cognitive and Thinking Skills		**Taught by the following modules**
B1	Apply computational thinking to the design and implementation of moderately complex computing systems	This will primarily be taught in the 1st and 2nd year programming modules. This skill will be applied across the programme.
B2	Analyse and evaluate moderately complex 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 courses. Students will learn these skills primarily through guided practical work in lab settings and independent project work. They will be assessed via practical programming course work and projects.

Subject Specific Skills and Professional Behaviours and Attitudes	**Taught by the following modules**

C1	Apply a small number of specific technologies, methods and tools to the analysis, design and implementation of software. Some technologies will be known to a basic level and others in greater depth.	A range of specialist courses including: •Designing Digital Interactions • Data, Networks and the Web •Creative Projects Students will do practical lab work and coursework applying these technologies in a number of contexts. They will be assessed via practical coursework.

Transferable Skills		**Taught by the following modules**
D1	Be able to reflect on and evaluate their work	Creative Projects and other second year modules
D2	Work in teams to plan and execute a large scale project.	Creative Projects and other modules requiring group work

Students who successfully complete the BSc (Hons) Creative Computing or the MSci Creative Computing will be able to:

Knowledge and Understanding		**Taught by the following modules**
A1	A broad range of topics in computing including web technologies, multimedia, networking, databases and a number of more advanced topics. Knowledge of most will be sufficient to apply to moderately complex application, some will be studied in greater depth	A range of specialist modules including: •Introduction to Digital Media •Audio-Visual Computing •Data Networks and the Web 3rd year options
A2	Programming languages, their features and the differences between languages. Knowledge will be sufficient for professional level software development	This will primarily be taught in the 1st and 2nd year programming modules. Other modules will teach alternative languages and compare them to our core languages
A3	Uses of digital media in the creative industries and of the aesthetic principles used by digital content creators, sufficient to create professional level work	This will be taught in the first and second year Creative Projects modules
A4	The mathematical and computational principles underlying the representation and manipulation of digital media.	This will be taught in the Audio-Visual Computing module, Perception and Multimedia Computing module and in 3rd year options.
A5	Analyse advanced computer science arguments and synthesise them into coherent discussion (MSci only)	Taught by Advanced Topics in Computing 2

Cognitive and Thinking Skills		**Taught by the following modules**
B1	Apply computational thinking to the design and implementation of moderately complex computing systems	This will primarily be taught in the 1st and 2nd year programming modules. This skill will be applied across the programme but particularly in Creative Projects and the final year project
B2	Analyse and evaluate moderately complex computing systems and technologies with	This will be taught across the curriculum, but primarily in the

	reference to efficiency, correctness and suitability to users' needs	programming modules, Creative Projects and the final year project
B3	Propose, plan and evaluate a significant piece of project work, under supervision of an expert.	Final year project module
B4	Computational Problem solving	This will primarily be taught in the 1st and 2nd year programming modules. This skill will be applied across the programme but particularly in Creative Projects and the final year project
B5	Critical awareness and analysis of creative work, to the standards of academic study.	This will be taught in the first and second year Creative Projects modules
B6	Implement programs based on advanced algorithms found in research papers (MSci only)	Taught in Advanced Topics in Computing 2.

Subject Specific Skills and Professional Behaviours and Attitudes		**Taught by the following modules**
C1	Specify, design and implement complete computer software systems with reference to user requirements	This will be taught in the creative projects modules and the final year project
C2	Program computer software to a professional level.	This will be taught in the 1st and 2nd year programming modules and applied across the curriculum and in particular in the final year project
C3	Apply specific technologies, methods and tools to the analysis, design and implementation of software. Some technologies will be known to a basic level and others in greater depth.	A range of specialist modules including: •Introduction to Digital Media •Introduction to Audio-Visual Computing •Data Networks and the Web 3rd year options
C4	Acquire and manipulate digital media to a professional level.	This will be taught in the first year modules Creative Computing and Audio-Visual Computing, the second year Perception and Multimedia Computing and Creative Projects modules and 3rd year option modules
C5	Execute a significant piece of creative work, under supervision of an expert.	Final year project module
C6	Read and understand research papers and be able to write discussions about them (MSci only)	Taught by Advanced Topics in Computing 2, Part 4 Computing project and other level 7 options.

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. Students will be required to document, describe and evaluate their work both in traditional reports and on web pages, culminating in their final year dissertation.
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. The creative projects modules and final year project will have specific learning outcomes on reflection and self evaluation
D3	Be independent and creative workers and learners	Our degree programme have a particular focus, unusual in Computing courses, on independent and creative work, starting with 1st year programming and continuing in Creative Computing Practice and culminating in the final year project. Students will be expected to tackle complete, independent projects of their own devising from the very beginning and will be expected to independently research and learn specialist topics.
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 2nd year Creative projects modules
D5	Be able to present themselves and their work orally and in writing to a professional level.	Taught throughout the programme
D6	Construct synoptic arguments about advanced concepts (MSci only)	This is taught throughout the MSci modules but especially in Advanced Topics in Computing 2.

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 emphasizes 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 course 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, 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, planning and group work, and presentations. 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.

Assessments are expected to make up roughly half of the workload of a taught module. A 15 credit course 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 courses may vary slightly

Practical Modulework

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 course. 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 courses 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 of 1-2000 words or equivalent documentation and require about 30 hours of work.

Extended Practical Coursework (worth between 40% and 80% of a 15 credit course). 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 of about 3000 words or equivalent documentation and require about 50 hours of work.

Mini-project (worth between 80% and 100% of a 15 credit course). 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 of about 6000 words or equivalent documentation and require about 80 hours of work.

Group project (worth between 80% and 100% of a 15 credit module). This will involve creating a substantial software system in a
collaboration with a group of other students. The group will submit the completed software, and each individual will write a report of about 5000 words 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.

Written Coursework

Coursework may also take the form of a written essay. This will involve applying the ideas presented in the course 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 course). 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 be about 3000 words and 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 be about 6000 words and 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 be about 10000 words and 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 courses 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; organisation 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 program.
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 organisation of material. Students should demonstrate the ability to create complex computer software, making use of prior knowledge and material taught within the program
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 organisation 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 resat).

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 unit 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. As 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 modules or can be made up of higher-value parts, such as a dissertation.The MSci year is made up of a further 120 credits at Level 7

Academic Year of Study 1:

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Programming: Part 1	IS51031A	15	4	Core	1,2
Web Development	IS51018B	15	4	Compulsory	1
Year One Creative Projects	IS51013D	15	4	Compulsory	2
Designing Digital Interactions	IS51019B	15	4	Compulsory	1
Numerical Mathematics	IS51026B	15	4	Compulsory	1,2
Graphics	IS51030A	15	4	Compulsory	2
Sound and Signal	IS51029A	15	4	Compulsory	2
Generative Drawing	IS51028A	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
Creative Projects	IS52030A	30	5	Compulsory	1,2
Perception and Multimedia Computing	IS52020B	30	5	Compulsory	1,2
Data, Networks and the Web	IS52027C	30	5	Compulsory	1,2

Academic Year of Study 3 :

Module Title	Module Code	Credits	Level	Module Status	Term
Project In Creative Computing (BSc only)	IS53028A	60	6	Core	2,3
Optional modules to the value of 60 CATS from an annually approved list.	-	60	6	Optional	1 or 2
Advanced Topics in Computing 1 (MSci only)	IS53035A	60	6	Compulsory	1 or 2

Academic Year of Study 4 : (leading to MSci award)

Module Title	Module Code	Credits	Level	Module Status	Term
Advanced Topics in Computing 2	IS57011B	30	7	Core	1,2
Part 4 Computing Project	IS57010B	60	7	Core	1,2,3

Module(s) to a value of 30 CATS from a list of Masters level modules. Students may not choose level 7 options whose Honours Level version they have already taken		30	7	Optional	

Academic support

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

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

Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a progrmme 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.

Expertise is provided by the Departments' resident staff who are dedicated and experienced teachers, but also distinguished practitioners and researchers in their own right, working in national and international contexts. Student learning is supported by the Rutherford Information Services Building, which houses extensive book, score, CD/DVD and electronic resources. All registered students also have access to the University of London libraries network. In addition, the Department of Computing has extensive computer lab facilities. The Department make extensive use of the VLE learn.gold online facility, in order to support student learning in a number of ways, including the dissemination of learning resources and to provide an electronic forum for the exchange ideas and debate.

The BSc curriculum is supported by a wide range of activities that encourage awareness and involvement in the Department's high profile practical and research activities, including termly postgraduate conferences, the Digital Studios' 'Thursday Club', the Whitehead Lectures, workshops, visiting speakers, and various other activities of the Digital Studios. Further information about these groups can be found from the Departments' web pages www.gold.ac.uk/computing

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

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

A peer assisted learning (PAL) scheme is in place so that first year students have the opportunity to link with a second year student who can offer support and their experience on a range of academic related issues. This support is department based so students have a common understanding of subject based knowledge.

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

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

Links with employers, placement opportunities and career prospects

Visual interface design; computer graphics; games and animation; music production and cataloguing services; multimedia systems analysis; research and development in media and entertainment; Film/television production and special effects companies. 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.

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