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) Digital Arts 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 years full-time; 4-6 part-time
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
Art

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

For BSc Digital Arts Computing

You will be expected to have either:

- An art foundation year or demonstration of a strong arts practice
- At least a B in a quantitative science A2 level or equivalent
- At least BBB or equivalent at A2 level and a portfolio demonstrating artistic aptitude.

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 have a grade B in GCSE Mathematics, or equivalent.
We request up to 12 items of work for portfolio submission.

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.

For the International Foundation Year

Applicants should have a grade B in GCSE Mathematics, or equivalent. A portfolio demonstrating artistic aptitude and a score of 5.0 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

Each learning outcome is also mapped to the Goldsmiths graduate attributes that it achieves.

Students who successfully complete the Certificate of Higher Education will demonstrate the following knowledge, understanding, skills and personal attributes:

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.
A2	Knowledge of contemporary practice in at least one sub domain of computing	This will be taught in Designing Digital Interactions and specialist first year module
A3	The mathematical and computational principles underlying computing	This will be taught in the Graphics module and the Numerical Mathematics 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 1st programming courses. 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	This will be taught in the first year specialist modules. This will be taught

	(technical, creative, user-centred, social and business) and design a basic software solution based on this analysis	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 1st 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 in Designing Digital Interactions and other practical 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.

Students who successfully complete the Diploma of Higher Education will demonstrate the following knowledge:

Knowledge and Understanding		**Taught by the following modules**
A1	A broad 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. Values: learning Skills: Problem Solving	A range of specialist modules including: • Graphics • Perception and Multimedia Computing
A2	Programming languages, their features and the differences between languages. Knowledge will be sufficient for professional level software development. Skills: Problem Solving	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.

Cognitive and Thinking Skills		**Taught by the following modules**
B1	Apply computational thinking to the design and implementation of moderately complex computing systems Skills: Problem Solving, Analytical, Numerate	This will primarily be taught in the 1st and 2nd year programming modules. This skill will be applied across the programme but particularly in Computational Arts Practice.
B2	Analyse and evaluate moderately complex computing systems and technologies with reference to efficiency, correctness and suitability to users' needs Skills: Problem Solving, Analytical, Numerate	This will be taught across the curriculum, but primarily in the programming modules, Computational Arts Practice.
B3	Computational Problem solving	This will primarily be taught in the 1st

	Skills: Problem Solving, Analytical, Numerate	and 2nd year programming modules. This skill will be applied across the programme but particularly in Computational Arts Practice.
B4	Discuss the work of key contemporary artists in an imaginative and coherent way, orally and in writing Style: Creative, outgoing, Independent Skills: Critical, interpersonal, communication	Critical Studies
B5	Discuss and analyse work critically and, through this, identify, examine and evaluate key issues in relation to your work and its concerns; Values: Learning Style: Individual, Creative, Independent Skills: Critical	Computational Arts, Critical Studies
B6	Compare and integrated computational and artistic ways of thinking into distinctively interdisciplinary approaches to problem solving and practice. Values: Liberalism, Tolerance Style: Individual, Creative, Independent Skills: Critical, Problem Solving, Analytical, Numerate	Computational Arts, Critical Studies

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 Values: Integrity Style: Independent Skills: Analytic, Numeracy, Business	This will be taught in the 1st and 2nd year programming modules and Computational Arts Practice
C2	Program computer software to a professional level. Skills: Analytic, Numeracy	This will be taught in the 1st and 2nd year programming modules and applied across the curriculum.
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. Values: Learning Skills: Analytic, Numeracy	A range of specialist modules including: •Audio-Visual Computing Perception and Multimedia Computing
C4	Acquire and manipulate digital media to a professional level. Style: Creative Skills: Critical and Analytical Skills, Computer literacy	This will be taught in the first year modules Introduction to Computational Arts Practice and Audio-Visual Computing, the second year Perception and multimedia computing and Computational Arts Practice modules.
C5	Make informed critical judgements about your work and its relationship to contemporary art practice; Style: Individual, Creative, Independent Skills: Critical, literacy, insight	Critical Studies

Transferable Skills		Taught by the following modules
D1	Have core numeracy, literacy and IT skills to a graduate level. Skills: Numeracy, literacy, computer literacy	Numeracy and IT skills are core to a computing degree and will feature throughout the curriculum beginning with the Numerical Maths module and other first year modules. Students will be required to document, describe and evaluate their work both in traditional reports and on web pages.
D2	Be able to reflect on and evaluate their work Values: Integrity Style: individual, independent Skills: Reflection, self-motivation, insight, articulacy, self- marketing	Students will be required to maintain a web page on which they will engage in reflective discussion of their work. The modules Introduction to Computational Arts Practice, Computational Arts Practice have specific learning outcomes on reflection and self-evaluation
D3	Be independent and creative workers and learners Values: Integrity, learning Style: individual, creative, independent Skills: Flexibility, self-motivation, initiative	Our degree programmes have a particular focus, unusual in Computing modules, on independent and creative work, starting with 1st year programming and continuing in Computational Arts Practice. 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 present themselves and their work orally and in writing to a professional level. Style: Outgoing, confident Skills: communication	The many modules will feature a section on self-presentation

The BSc Honours includes all learning outcomes of the Diploma of Higher Education, and also the following:

Knowledge and Understanding		Taught by the following modules
A1	A broad range of advanced 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. Values: learning Skills: Problem Solving	3rd year options
A2	Advanced mathematical and computational principles underlying the representation and manipulation of digital media. Skills: Analytical and Numerical	3rd year options
A3	Demonstrate a coherent and detailed knowledge of the historical and theoretical contexts in which contemporary art practice has developed Values: Learning, Liberalism Style: Engaged	Critical Studies

	Skills: Critical	

Cognitive and Thinking Skills		Taught by the following modules
B1	Draw on your own research critically and coherently to analyse, discuss and debate the creative work of others, to the standards of academic study. Style: Creative, outgoing, Independent Skills: Critical, interpersonal, communication	Critical Studies Dissertation
B2	Make imaginative and selective use of historical, theoretical and contemporary models for understanding and developing your practice Values: Learning Style: Individual, Creative, Independent Skills: Critical	Critical Studies Dissertation, Final Project
B3	Propose, plan and evaluate a significant piece of creative and technical work, under supervision of an expert, supported by a high level of critical judgment in your work Style: Individual, Creative, Independent Skills: Problem Solving, Organisation, time management, self motivation	Final year project

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Specify, design and implement a substantial complete computer software systems with reference to the requirements of an artistic project Values: Integrity Style: Independent Skills: Analytic, Numeracy, Business	Final year project
C2	Apply specific, advanced 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. Values: Learning Skills: Analytic, Numeracy	3rd year options
C3	Execute a significant piece of creative work, under supervision of an expert. Style: Individual, Creative, Independent Skills: Flexibility, Planning, organisation, time management, self-motivation	Final year project
C4	Make innovative critical judgments about your work and its relationship to contemporary art practice; Style: Individual, Creative, Independent Skills: Critical, literacy, insight	Critical Studies Dissertation, final project.

Transferable Skills		Taught by the following modules
D1	Be able to reflect on and evaluate a substantial piece of their work Values: Integrity Style: individual, independent	The final year project will have specific learning outcomes on reflection and

	Skills: Reflection, self-motivation, insight, articulacy, self- marketing	self-evaluation
D2	Successfully complete a substantial piece of independent, creative work Values: Integrity, learning Style: individual, creative, independent Skills: Flexibility, self-motivation, initiative	Critical Studies Dissertation, Final year project
D3	Be able to present themselves and their work in a substantial piece of writing to a professional level. Style: Outgoing, confident Skills: communication	Critical Studies Dissertation, Final year project report

How you will learn

Core technical Computing

The department of computing is committed to providing a diverse and innovative range of teaching styles when teaching technical topics. 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.

Critical Studies

Critical Studies is taught through a systematic programme of lectures, seminars and tutorials. It takes a distinct form in each year that allows you to work towards developing an independent research programme. It is assessed through essays in Levels 4 and 5, and a dissertation in Level 6. While lectures will be shared with BA Fine Arts there will be dedicated seminars for Digital Arts Computing students. These seminars will be tailored to specifically digital arts topics and be closely linked to the students work in Computational Arts Practice. Students will be expected to reference computational concepts and their own practice in seminars and written work. Tutors from the departments of Art and Computing will work together to ensure an integrated syllabus across these two topics. Computational Arts Practice
This element of the programme will aim to apply technical and critical skills and knowledge to software based arts practice. This will involve students writing software that is part of a creative arts practice. This will be taught primarily through practical work in a laboratory session and with tutorial support. The tutorials will aim to support students in both a critical and technical understanding of their own practice and students will be expected to relate their practice to their work in Critical Studies. Practical work will be supported by lectures on specific technical methods and computational arts practices. As mentioned above students' work in this area will be tightly coupled with the topics studied in Critical Studies, with tutors from both departments ensuring that the syllabus is well integrated.

How you will be assessed

Core technical Computing

Technical topics will be assessed using a variety of methods including formal examinations, practical programming coursework and problem solving exercises. Full details of the assessment methods used in the department of computing and given in the appendix.

Critical Studies

Critical Studies is assessed through written work. Year 1 assessment consists of two essays of 2000 words each on set topics drawn from the lecture and seminar programme. Year 2 assessment again consists of two essays of between 2500 and 3000 words. Tutorial guidance and feedback is given at both levels. In year 3 students will prepare and submit a dissertation of between 6500 and 7000 words (excluding footnotes, appendices and bibliography).

Computational Arts Practice

Computational arts practice will be assessed through practical work, developing computational art. This will consist of a substantial project in each year, for which tutorial guidance and feedback will be given. The work will be assessed through a final presentation at the end of each year.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	Technical Computing: 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. Critical Studies: Work that reflects an exceptional level of achievement of the appropriate learning outcomes. The work demonstrates: •a very ambitious application of knowledge and extremely wide ranging independent research. •a rigorous understanding of the chosen field and a distinctive expression of ideas. •coherent argument and innovative critical reflection. •an exceptionally imaginative and challenging interpretation of contemporary art. Computational Arts Practice: Represents an exceptional achievement beyond the standard requirements of a first class degree. Students should be able to create work that demonstrates significant independent research, excellent technical skills and critical reflection and that represents a significant contribution to computational art. Work is likely to achieve some outcomes that would be expected at a higher level degree.
70-79%	I: First (Excellent)	Technical Computing: 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. Critical Studies: Work that reflects an excellent level of achievement of the appropriate learning outcomes. The work demonstrates: •ambitious and excellent application of knowledge and wide ranging research. •clear understanding of the chosen field and an excellent expression of ideas. •a coherent argument and a distinctive critical reflection. •an imaginative and challenging interpretation of contemporary art. Computational Arts Practice: 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 create work that demonstrates significant independent research, excellent technical skills and critical reflection and that represents an original and imaginative artistic project.
60-69%	Iii: Upper Second (Very good)	Technical Computing: Demonstration of a deeper 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 programme. Critical Studies: Work that reflects a very good level of achievement of the appropriate learning outcomes. The work demonstrates: •a clear and coherent expression of ideas and a significant understanding of the chosen field. •strong and effective critical reflection. •a strong degree of imagination yet maintains known boundaries. Computational Arts Practice: Demonstration of a deeper 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 create work that demonstrates very good technical skills and critical reflection and that represents an imaginative artistic project.
50-59%	IIii: Lower Second (Good)	Technical Computing: Demonstration 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 programme. Critical Studies: Work that reflects a good standard of achievement of the appropriate learning outcomes. The work demonstrates: •an effective application of knowledge and the capacity to express ideas through discussion. •some critical reflection and evidence of a clear understanding of the chosen field. •evidence of some imagination but little ambition to challenge known boundaries. Computational Arts Practice: Demonstration of understanding of relevant concepts, methodology and content; display of sufficient skill to tackle some complex problems; appropriate organisation of material. Students should be able to create work that shows evidence of technical skill and critical reflection.
40-49%	III: Third (Pass)	Technical Computing: Represents the overall achievement of the appropriate learning outcomes to a threshold level (honours). Demonstration of an adequate 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. Critical Studies: Work that reflects a threshold level of achievement of the appropriate learning outcomes. The work demonstrates: •a limited understanding of the chosen field and little critical reflection. •little coherence and lacks an overall argument. •little evidence of imagination and no ambition to challenge known boundaries. Computational Arts Practice: Represents the overall achievement of the appropriate learning outcomes to a threshold level (honours). Demonstration of an adequate level of understanding of relevant concepts, methodology and content. Students should be able to create work that indicates an unimaginative response to practice.
25-39%	Fail	Technical Computing/Computational Arts Practice: Represents an overall failure to achieve the appropriate learning outcomes.

		Critical Studies: Work that is unsatisfactory and does not achieve the learning outcomes. The unit must be re-sat. The work shows: •little evidence of any understanding of the chosen field. •no imagination or critical ability. •an incoherent expression of ideas. no evidence of any critical reflection that would allow the student to challenge known boundaries.
10-24%	Bad fail	Technical Computing/Computational Arts Practice: 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). Critical Studies: Work that represents a significant overall failure to achieve the appropriate learning outcomes. The unit must be re-sat. The work shows: •no evidence of any understanding of the chosen field •no imagination or critical ability. •an incoherent expression of ideas. a complete lack of critical reflection that would allow the student to identify known boundaries.
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 plagiarized

How the programme is structured

This programming consists of three elements:

- Core technical computing, with a particular focus on audio-visual technology. This will be taught in the Department of Computing
- Critical Studies of contemporary art. This will be taught in the Department of Art.
- Computational arts practice. This will combine technical and creative skills and will be taught be practicing computational artists in the Department of Computing.

As noted in the introduction, the critical studies and computational arts practice elements will be tightly integrated, despite coming from different departments. Though some elements of these modules are shared with other Art or Computing students there will be dedicated seminars and labs at all levels. Tutors will be required to work closely together to ensure good integration, including regular meetings, and attending some of each other's sessions. In Critical Studies students will be required to relate computational concepts, and their computational arts practice to the Art historical and theoretical concepts covered. In Computational Arts Practice, they will be asked to develop and present their practice in relation to theoretical and historical models covered in Critical Studies.

Academic Year of Study 1: BSc Digital Arts Computing

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Programming: Part 1	IS51031A	15	4	Compulsory	1
Numerical Mathematics	IS51026B	15	4	Compulsory	1
Critical Studies in Computational					1,2

Arts I	FA51024A	30	4	Compulsory	
Graphics	IS51030A	15	4	Compulsory	2
Designing Digital Interactions	IS51019B	15	4	Compulsory	1
Introduction to Computational Arts Practice	IS51025A	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	IS52028D	15	5	Compulsory	1,2
Perception and Multimedia Computing	IS52020B	30	5	Compulsory	1,2
Critical Studies in Computational Arts 2	FA52034A	30	5	Compulsory	1,2
Computational Arts Practice	IS52029B	45	5	Compulsory	1,2

Academic Year of Study 3:

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to the value of 30 credits from a list of modules available annually	various	30	6	Optional	1
Dissertation in Critical Studies in Computational Arts	FA53045A	30	6	Compulsory	2
Final Project in Computational Arts	IS53047A	60	6	Compulsory	2,3

Academic support

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

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

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

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 provides central support for skills enhancement, running the Gold Award Scheme and other co-curricular activities that are accredited via the higher education achievement award (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 throughout the year, which students can access directly at gold.ac.uk/eas/.

Links with employers, placement opportunities and career prospects

This programme aims to prepare students for a career in digital and computational arts. This is an interdisciplinary field that can lead to a career in fine arts practice but also a variety of other careers at the intersection of technology and creative work such as 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 organisation through a mix of creative and technological skills.

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, applying 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/).