

Programme Specification

Postgraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MA Visual Sociology
Name of Interim Award(s)	Postgraduate Diploma in Visual and Inventive Sociology Postgraduate Certificate in Digital Sociology
Duration of Study/Period of Registration	1 year full-time or 2 years part-time.
UCAS Code(s)	N/A
HECos Code(s)	(100505) Sociology
QAA Benchmark Group	Sociology
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	August 2017
Primary Department/Institute	Sociology

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

Programme overview

The last five years has seen a huge increase in the sociological research community in new methodologies, emphasized in national programmes such as the ESRC National Centre for Research Methods, as well as developed by several departments (e.g. University of Manchester – Real Life Methods, Bournemouth University – Centre for Qualitative Research). This work is influencing the way in which undergraduate methods are taught, and will create demand in the coming years for MA modules that take up more adventurous ways of producing the discipline in the future. At the same time in the creative sector there has been an upswing of interest in, and use of, social research methodologies that are directed at some output beyond the sociology’s traditional audience. For example, artists and designers are currently using versions of social research methods – e.g. interviews and ethnography – in producing work, or as the work itself. Funding mechanisms for artists are increasingly insistent that they can produce a narrative about their ‘methodology’. Many artists and designers are also intrigued by the re-making of the social, and the rise of art theory writing about socio-political change (referencing Ranciere, amongst others) is notable.

There is no MA offering in the UK that would allow students to study sociological issues alongside visual creative/project practice. Current provision might be currently mapped as media departments (visual research as media research), art history departments (theoretical approaches), anthropology departments (visual culture and material culture, visual anthropology), art and design departments (practice-based MFAs and MAs). The Department has an international reputation in innovative approaches to the study of the social, including research and teaching by individual staff, as well as public initiatives (Live Sociology ESRC-funded training programme). Currently we run Visual Sociology MPhil and PhD but there is no related MA programme.

Disciplinary synergies and innovation

Visual Sociology is a growing sub-discipline within Sociology and is often a point of passage for artists/designers/creatives into the wider discipline. The new MA will teach and also extend the current

practices of Visual Sociology, and will have a strong practice-based element that would reflect the recent surge of sociological interest in non-textual forms of work, non-representational theory, and techniques of knowledge transfer. Visual and Inventive Sociology is an approach to the study of the social which emphasizes the process of engaging with an extended range of material and data sources and ways of doing research which produce non-traditional forms of output including exhibition, installation, prototypes, models, visual essays, film/video and live performance. It has strong links with visual sociology, but extends this approach through the inclusion of a variety of outputs beyond the photograph or film/video - allowing the module to attract those with backgrounds in art and design as well as the social sciences. The MA title reflects a mode of working and learning which sees the studio as being not only a workshop, but also a laboratory, a first gallery, a space of fabrication and a space for contemplation and critical conversation. The MA may not be studio-based, but rather prioritises an inventive processual practice which reflects the commitment to inventive methods. These have been defined as follows "the inventiveness of methods is to be found in the relation between two moments: the addressing of a method – an anecdote, a probe, a category – to a specific problem, and the capacity of what emerges in the use of that method to change the problem." (Lury and Wakeford 2012, *Inventive Methods*, p 7).

Programme entry requirements

The programme is designed to take students with different histories and skills: those with a strong academic background and interest in Sociology with an interest in the visual and inventive methods and those with a background in artistic and creative disciplines and an interest in using rigorous methods and theories of sociology to complement their skills. All students would normally have, or be expected to gain, a first degree of at least an upper second class or equivalent; a lower degree class will normally require an interview or written examination. Students may be eligible for admission if they do not meet this criterion but have professional experience; admission in these circumstances will be subject to an interview.

It is expected that the programme will attract a mix of home and overseas students. Non-native English students should normally have a minimum IELTS score of 6.5 or equivalent. Students with IELTS scores under 6.5 will be strongly encouraged to do the College pre-sessional training in English language.

Aims of the programme

Students will study the skills, art, and ethics of visual and inventive sociology. This involves combining critical thinking and training in social research methods with technical training which develops the ability to design social research projects and work with a wide range of methods and media to research and produce their research results.

Students will:

1. Develop a critical understanding of the different ways in which a variety of media can be used to research the social world.
2. Develop a critical sociological understanding of the specificities of different media and how they relate to problems and audiences in the presentation of sociological research.
3. Develop the ability to create sociological research and present it publicly in a variety of media to address sociological problems clearly, precisely, and accurately.
4. Be provided with an introductory training in a variety of media and will learn when and how to use them with respect to sociological research questions.
5. Learn how to combine different media to bring sociological research to different audiences.

What you will be expected to achieve

For the Postgraduate Certificate in Visual and Inventive Sociology to be awarded, modules to the value of at least 60CATS (of which 45 must be core) will have been passed. Students who successfully complete the Postgraduate Certificate in Visual and Inventive Sociology will have demonstrated

competence in the areas below.

Knowledge and Understanding		Taught by the following modules
A1	Apply a conceptual understanding of the use of different media in sociology	Empirical Visual Research, Theories and Debates in Visual Research
A2	Decide between, and use, a variety of multimedia methods to do sociological research and to present it	Visual and Inventive Practice A, Social Research for Public Engagement
A3	Demonstrate a sociological understanding of different media in different subfields of sociology	Sociology Options

Cognitive and Thinking Skills		Taught by the following modules
B1	Understand and apply advanced skills in critical thinking and analysis, academic writing and presentation skills.	These skills will be taught throughout the programme and specifically in the modules; Empirical Visual Research, Theories and Debates in Visual Research
B2	Critically evaluate sociological analyses, including their own, in relation to research methods and appropriate theoretical issues.	Empirical Visual Research, Theories and Debates in Visual Research

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Demonstrate sociological skills of analysis, understanding and use of research methods, social research design.	Empirical Visual Research, Theories and Debates in Visual Research, Dissertation Project
C2	Demonstrate basic literacy in using a variety of media, including photography, drawing, videography and audio- recording.	Visual and Inventive Practice A
C3	Demonstrate the ability to use a variety of media to problem-solve, research and investigate sociological problems	Visual and Inventive Practice A, Social Research for Public Engagement, Dissertation Project

Transferable Skills		Taught by the following modules
D1	Demonstrate the ability to do academic research and writing	Empirical Visual Research, Theories and Debates in Visual Research
D2	Demonstrate the ability to be independent and creative workers and learners, able to exercise initiative and personal responsibility in their work.	This will be taught throughout the Programme.

Students who exit the programme with the award of the Postgraduate Diploma in Digital Sociology will have demonstrated a developed competence in the areas below:

Knowledge and Understanding		Taught by the following modules
A1	Apply a conceptual understanding of the use of different media in sociology in relation to contemporary debates about representation and the visual	Empirical Visual Research, Theories and Debates in Visual Research
A2	Decide between, and use, a variety of materials and media to do sociological research and present it	Visual and Inventive Practice A, Social Research for Public Engagement
A3	Demonstrate a sociological understanding of different media in different subfields of sociology	Theories and Debates in Visual Research, Sociology Options

Cognitive and Thinking Skills		Taught by the following modules
B1	Understand and apply advanced skills in critical thinking and analysis, academic writing and presentation skills.	These skills will be taught throughout the programme and specifically in the modules; Empirical Visual Research, Theories and Debates in Visual Research
B2	Critically evaluate sociological analyses, including their own, in relation to research methods and appropriate theoretical issues.	Empirical Visual Research, Theories and Debates in Visual Research

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Demonstrate sociological skills of analysis, understanding and use of research methods, social research design.	Empirical Visual Research, Theories and Debates in Visual Research, Dissertation Project
C2	Demonstrate basic literacy in using a variety of media, including photography, drawing, videography and audio- recording.	Visual and Inventive Practice A
C3	Demonstrate the ability to use a variety of media to problem-solve, research and investigate sociological problems	Visual and Inventive Practice A, Social Research for Public Engagement, Dissertation Project

Transferable Skills		Taught by the following modules
D1	Demonstrate the ability to do academic research and writing	Empirical Visual Research, Theories and Debates in Visual Research
D2	Demonstrate the ability to be independent and creative workers and learners, able to exercise initiative and personal responsibility in their work	This will be taught throughout the Programme.

In addition, students who successfully complete the MA/ MSc should be able to:

Knowledge and Understanding		Taught by the following modules
A1	Demonstrate an understanding of the difficulties of choosing the right media and sociological materials for a given research project	Social Research for Public Engagement
A2	Demonstrate an in-depth understanding of how different media and sociological materials connect in different ways to different questions and objects of research:	Social Research for Public Engagement, Sociology Options

Cognitive and Thinking Skills		Taught by the following modules
B1	Propose, plan, execute and evaluate a significant piece of original work.	Dissertation Project

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Demonstrate sociological skills of analysis, understanding and use of research methods, social research design.	Empirical Visual Research, Theories and Debates in Visual Research, Dissertation Project
C2	Demonstrate basic literacy in using a variety of media, including photography, drawing, videography and audio- recording	Visual and Inventive Practice A

C3	Demonstrate the ability to use a variety of media to problem-solve, research and investigate sociological problems	Social Research for Public Engagement, Dissertation Project
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Transferable Skills		Taught by the following modules
D1	Demonstrate the ability to do academic research and writing	Empirical Visual Research, Theories and Debates in Visual Research, Dissertation Project
D2	Demonstrate the ability to be independent and creative workers and learners, able to exercise initiative and personal responsibility in their work.	This will be taught throughout the programme and in particular in the Dissertation Project
D3	Demonstrate the ability to design and execute a significant piece of original research.	Dissertation Project

How you will learn

We are 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 students develop an advanced, critical approach to visual and inventive sociology. Empirical Visual Research, Theories and Debates in Visual Research, are mostly lecture based and include a seminar component. Visual and Inventive A sociology involves studio-based practical hands-on teaching with some amount of explanatory lectures; and Social Research for Public Engagement is a studio and workshop based seminar. The various modules of the programme provide a diverse range of topics. These will be further developed through students' independent research and learning activities directed towards module assignments and the large-scale project component. Students are expected to engage in considerable independent reading and practical work for all modules culminating in the final project. This independent work will be supported by library resources, access to lab space and supervision from teaching staff.

How you will be assessed

Students are required to undertake and pass every element of the programme. The overall assessment is made up of the following components:

Empirical Visual Research, Theories and Debates in Visual Research are assessed by a 2,500-3,500 word mini essay.

Visual and Inventive Practice A is assessed by a 2,500-3,500 words report of research process, including diary / samples / documentation of practical work.

Social Research for Public Engagement is assessed with the final product of the project. The product can be of any medium. As a guideline, a project might consist of ca. 10 mins of video, a series of 10-20 photographs or drawings or an installation combining any number of objects and texts. Any product will entail a methodological and theoretical reflection that will be part of the project.

Dissertation Project: In the summer term students complete a project consisting of a large-scale multimedia website and/or mobile application study of a social research problem. This is assessed with the final product of the project. The product can be of any medium. As a guideline, a project should show substantial engagement with media and materials, for example it might consist of ca. 20 mins of video, a series of 20-30 photographs or drawings or an installation combining any number of objects and texts. Any product will entail a written methodological and theoretical reflection that will be part of the project. As a guideline the written reflection will have a length of 5-6,000 words.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	<p>A mark in the 80s or even the 90s will be awarded in the case of really accomplished work, demonstrating high levels of scholarship and originality, although grades in the 90s should be reserved for work deemed to be outstanding in its use of materials or media or publishable quality.</p> <p>This grade represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.</p>
70-79%	Distinction	<p>Work assigned a Distinction mark is likely to:</p> <ul style="list-style-type: none"> • present relevant material question or address the issue • show evidence of a structure or process • demonstrate relationships between statements or use of materials • have a fair quality line of argument or representation • tend to make claims in relation to evidence or process <p>In addition, work assigned a Distinction mark is likely to:</p> <ul style="list-style-type: none"> • address the topic in an explicit manner • announce its structure at the start and stick closely to this announced structure, or be explicit about process or framework • have relationships between statements or use of materials that are of excellent clarity • have an excellent or original line of argument or form of representation that is of excellent clarity • give wide-ranging and appropriate evidential support for claims that are made, or reflect these qualities in the use of materials <p>The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria. At minimum, a piece of work at this level needs to answer the question or address the issue concerned, be well-constructed, and (perhaps most crucially) show evidence of independent reading and thinking and production. This grade reflects the specific Learning Outcomes have been achieved</p>
60-69%	Merit	<p>Work awarded a merit mark is likely to:</p> <ul style="list-style-type: none"> • present relevant material question or address the issue • show evidence of a structure or process • demonstrate relationships between statements or use of materials • have a fair quality line of argument or representation • tend to make claims in relation to evidence or process <p>In addition work awarded a merit mark is likely to:</p> <ul style="list-style-type: none"> • correctly identify and address the general subject area of

		<p>the topic/question</p> <ul style="list-style-type: none"> • have a clearly detectable structure or process that is largely adhered to • have relationships between statements or use of materials that are generally specific and clear • have a good quality line of argument • support claims by reference to relevant debates or bodies of knowledge/practice <p>Within this category of good work, the mark awarded will be in the range 60-69%. The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria. At minimum, a good pass piece of work must attempt to answer the question or address the issue concerned, be clearly written, and show signs that the student has read beyond the basic source material. For lecture-based assessments, this usually means going beyond what was presented in the lectures themselves; for other assessed work this means going beyond the kinds of media and material examples which have been presented. A top good pass will in addition be likely to have a clearer structure, a stronger line of argument, and draw on a broader range of material or media (in relation to practical work). This grade reflects the specific Learning Outcomes have been achieved; and, in addition, good evidence that the content of the unit has been embedded in the wider.</p>
50-59%	Pass	<p>Work awarded a borderline pass mark is likely to:</p> <ul style="list-style-type: none"> • present relevant material or media but fail to use it to answer the question or address the issue • have a structure or process, but one that is rather loose and unannounced • have relationships between statements or use of materials that are sometimes hard to follow • have a fair quality line of argument (information drives argument, rather than other way round) or representation • tend to make claims without sufficient supporting evidence <p>Within this category of work, the mark awarded will be in the range 50-59%. The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria. At minimum, such a piece of work must show that the student has a fair knowledge of the basic material relating to the question or issue concerned. Higher marks within this category will be awarded as a function of the accuracy with which this material is handled, the relevance and quantity of the material that is presented, and the clarity with which the essay is written. This grade reflects the specific Learning Outcomes have been largely achieved.</p>
30-49%	Fail	<p>Failing work is likely to:</p> <ul style="list-style-type: none"> • fail to adequately address the topic or to answer the question, either by reproducing material that is

		<p>only partly relevant or by inaccurately reproducing material that is relevant</p> <ul style="list-style-type: none"> • lack a clear structure, process or framework • have relationships between statements or use of materials that are often difficult to recognise • 4. have a poor quality line of argument or representation • make poor use of evidence to support most of the claims that are made <p>Within this category the mark awarded will be below 50%. The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria. The mark awarded will depend on how badly the work fails to meet the above-mentioned criteria. 30% might be awarded to an answer that contains some indication that the student can recall once having heard or read something relevant to the question. This grade reflects the specific Learning Outcomes have not been achieved.</p>
10-29%	Bad fail	<p>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). 20% might be awarded to an answer that contains something that shows that the student has attended the relevant lecture module, even if there is little in the answer that is of direct relevance to the question. A 10% answer contains no evidence that the student knows anything from the literature that is relevant to the question.</p>
1-9%	Very bad fail	<p>A submission that does not even attempt to address the specified learning outcomes.</p>
0%	Non submission or plagiarised	<p>Work was not submitted or it was plagiarised</p>

How the programme is structured

TERM ONE

Empirical Visual Research (15 Cats Points)

This 5-week MA module offers an advanced introduction to medium-specific social research and investigates the transformation of sociology in the age of visual, digital and other empirical technologies. The principal aim of the module is to enable examination of, and engagement with, empirical sociology as an 'inventive' research practice, oriented towards the creative deployment of research devices and methods. It is designed as a core module to provide a comprehensive introduction to medium-specific sociology for students enrolled in practice-based and other MA-programmes (digital sociology, visual sociology, contemporary sociology, and so on).

Theories and Debates in Visual Research (15 Cats Points)

Visual sociology has taught sociology that text is not the only medium to be used for sociology. The module "Theories and Debates in Visual Research" introduces students to the problems of visibility and representation in sociology, beginning with classical debates in visual sociology, but expands from there to more recent debates surrounding the notions of media, translation and the studio to discuss how sociology can represent the social. The module will introduce the students to the complexity of decisions to be taken in inventive sociology once the primacy of text is relinquished.

Visual and Inventive Practice A (30 Cats Points)

This module is the core practical component of the MA Inventive and Visual Sociology and of the PhD/MPhil Visual Sociology programme. It is designed for students to gain a practical knowledge in photography, sound and video production in order to explore inventive methodologies within a sociological context. It provides them with a clear overview and examples of the possibilities in using inventive methodological approaches to sociological inquiry.

TERM TWO

Social Research for Public Engagement (extending term one practical module) (30 Cat points)

This module aims to allow students to create a first inventive sociological project. It is based on a brief, which the whole class works on. This allows students to bring together what they have learnt in the theoretical modules and the practice based module in the first term in one piece of work. Students will work alone or in pairs and create one inventive sociological object, which will be exhibited in a small exhibition at the end of term. The theme of the brief will change each year. Themes will be chosen according to the specialisations and (sometimes) related to ongoing research projects of the teaching team. Indicative themes for the briefs are: Austerity, Numbers, Disaster.

One 30 Cats points Option

To be taken from the Departmental 30 CAT Options or other available 30 CAT options in college (including arrangements with Media and Communication, Anthropology, Politics)

TERM THREE

Dissertation (60 Cats Points)

In the summer term students complete a Major Practical Project consisting of any (combination) of media and addressing a specific sociological problem. The work contains theoretical and methodological reflections and practices those with different media as part of the work.

Progression Requirements:

Full-time students will normally be expected to pass all taught components before proceeding to the dissertation.

Full Time Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Empirical Visual Research	SO71113C	15	7	Core	1
Theories and Debates in Visual Research	SO71117B	15	7	Core	1
Visual and Inventive Practice A	SO71135A	30	7	Core	1
Social Research for Public Engagement (extending term one practical module)	SO71119B	30	7	Core	2
One 30 CATS optional module		30	7	Optional	2
Dissertation	SO71121A	60	7	Core	3

Part-time students will normally be expected to pass two 30-CATS core modules (Visual & Inventive Practice and Social Research for Public Engagement) in their first year before proceeding to the second year.

Part Time Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Visual and Inventive Practice A	SO71135A	30	7	Core	1
Empirical Visual Research	SO71113C	15	7	Core	1
Social Research for Public Engagement	SO71119B	30	7	Core	2

Part Time Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Theories and Debates in Visual Research	SO71117B	15	7	Core	1
One 30 CATS optional module		30	7	Optional	2
Dissertation	SO71121A	60	7	Core	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 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).

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

This programme helps students develop their critical and analytical abilities as well as a great number of practical sought-after skills and competencies. It therefore can lead to many types career including:

Social Researcher
Project Manager in private, public and third sector organisations
Entrepreneur/founder of media start-up
Journalist
Curator in Museums

The requirements of a Goldsmiths degree

Master's Degrees

All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points

The Postgraduate Certificate (60 credits) is intended for award on the satisfactory completion, including formal examination, of a prescribed programme of full-time study beyond the bachelor's degree level of at least one third of an academic year full-time (60 credits) or its equivalent in part-time study.

The Postgraduate Diploma (where specified in programme title) is intended for award on the satisfactory completion, including formal examination, of a prescribed programme of full-time study beyond the bachelor's degree level of at least two thirds of an academic year full-time (120 credits) or its equivalent in part-time study.

Final Classification

There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

The Master's degree is intended for award on the satisfactory completion, including formal examination, of a prescribed programme of full-time study 3 beyond the bachelor's degree level of at least one calendar year (180 credits) or its equivalent in part-time study, normally between two and five years unless the Academic Board has otherwise determined.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: <http://www.gold.ac.uk/governance/studentregulations/>

Programme-specific rules and facts

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/>).