BSc (Hons) Interactive Digital Media and Networked Arts

Programme Specification

Awarding Institution: University of London (Interim Exit Awards made by Goldsmiths' College)
Teaching Institution: Goldsmiths, University of London
Final Award: BSc(Hons)
Programme Name: BSc (Hons) Interactive Digital Media and Networked Arts
Total credit value for programme:120
Name of Interim Exit Award(s): none
Duration of Programme: 1 Year
UCAS Code(s): TBC
HECoS Code(s):
QAA Benchmark Group:
FHEQ Level of Award: level six
Programme accredited by: Not applicable
Date Programme Specification last updated/approved:
Home Department: Computing Department
Department(s) which will also be involved in teaching part of the programme:

Programme overview

This one year top-up degree offers you, an opportunity to apply your prior knowledge of computational and digital arts practice to join the BSc (Hons) Interactive Digital Media and Networked Arts as a final year student.

This programme prepares you for a career across the creative industries and offers specialist routes into the creative technology sector through a robust offer of computational techniques and languages. The programme will support your development in specific technical skills focusing on immersive and interactive media, sound, worldbuilding and

generative art practice. The module Advanced Critical Approaches to Computational Creativity will inform your position as a creative practitioner and will provide the foundation for portfolio development through a combination of best practices in presenting technical approaches and critical ideation whilst engaging with the most pressing topics and challenges the digital art field is facing today. The Interactive Digital Media and Networked Art top-up prepares you for a career in creative computation, digital media, games and related areas across the creative industries by providing a comprehensive learning offer targeted at developing technical abilities and supporting creative development in a critical context.

The top-up programme has two core components. The first equips you with a range of key technical skills in programming, software applications and physical computing techniques. These skills are delivered at the same level as traditional courses in computing, but from a specifically creative industries perspective, providing you with the tools required to develop creative ideas that are industry appropriate. The second core component offers you a pathway through to applying technical approaches to practical projects; creating games, applications, websites and interactive artworks and installations that showcase your skills learnt on the programme to potential employers and stakeholders. The programme offers you ways to learn through developing, iterating and applying the techniques of creative computation and digital technologies whilst facilitating your simultaneous development of a professional portfolio in technical arts practice.

Programme entry requirements

90-120 ECTS from the first two years of BA Multimedia Design at Vilnius Tech (VTU) *or 240 credits from years 1 and 2 of an undergraduate degree (BA/BSc) or equivalent in a relevant subject' including; procedural programming, geometric modelling, Human Computer Interaction and Cultural Studies which will equip you for entry onto the programme and enable you to engage with subjects such as interaction design for creative digital media, sound and signal processing, programming languages including C++, and critical studies.*

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.

Programme learning outcomes

The scope of this programme is to generate a graduate body who are independent, creative and reflective interactive digital arts computing practitioners. Our graduates should have

- The ability to identify and apply technologies across a range of core and specialist topics
- The capacity to locate the contexts in which creative computing technologies exist and operate across the creative industries
- Demonstrate the capacity to design, implement and apply computational systems using specific technical approaches and coding languages
- The ability to solve, construct and reflectively iterate independent creative computational projects for a public audience and industry

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrated in-depth knowledge of a broad range of advanced topics in computing including web technologies, multimedia, networking, data bases and more advanced topics.	3rd Year Options : Multimodal Sensors, ML for Creative Practice, Interaction Design, Advanced Graphics. Immersive Environments
A2	Advanced mathematical and computational principles underlying the representation and manipulation of digital media.	3rd Year Options : Multimodal Sensors, ML for Creative Practice, Interaction Design, Advanced Graphics. Immersive Environments
A3	Demonstrate a coherent and detailed knowledge of the historical and theoretical contexts in which contemporary art practice has developed	Advanced Critical Approaches to Computational Creativity

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
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.	Advanced Critical Approaches to Computational Creativity
B2	Make imaginative and selective use of historical, theoretical and contemporary models for understanding and developing your practice	Advanced Critical Approaches to Computational Creativity 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	Final year project

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Specify, design and implement a substantial complete computer software system with reference to the requirements of an artistic project	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.	3rd Year Options : Multimodal Sensors, ML for Creative Practice, Interaction Design, Advanced Graphics. Immersive Environments
C3	Execute a significant piece of creative work, under supervision of an expert.	Final year project
C4	Make innovative critical judgments about your work and its relationship to contemporary art practice.	Advanced Critical Approaches to Computational Creativity Dissertation, Final Project

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Be able to reflect on and evaluate a substantial piece of independent creative work	Final Project
D2	Successfully complete a substantial piece of independent, creative work	Advanced Critical Approaches to Computational Creativity Dissertation, Final Project
D3	Be able to present themselves and their work in a substantial piece of writing to a professional level.	Advanced Critical Approaches to Computational Creativity Dissertation, Final Project
D4	Be able to present themselves and their work orally and in writing to a professional level. Style: Outgoing, confident Skills: communication	Advanced Critical Approaches to Computational Creativity Dissertation, Final Project

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: 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. Advanced Critical Approaches to Computational Creativity: 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%	1st: 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. Advanced Critical Approaches to Computational Creativity: 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%	2.1: 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. Advanced Critical Approaches to Computational Creativity: Work that reflects a very good level of achievement of the appropriate learning outcomes. The work demonstrates: BSc (Hons) Digital Arts Computing - Programme Specification Goldsmiths, University of London 14 Mark Descriptor Specific Marking Criteria • 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%	2.2: 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. Advanced Critical Approaches to Computational Creativity : 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%	3rd: 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. Advanced Critical Approaches to Computational Creativity: 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. Advanced Critical Approaches to Computational Creativity: 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). Advanced Critical Approaches to Computational Creativity 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 plagiarised

Mode of study

The programme will be delivered on campus in Lecture/Labs and Seminars

Programme structure

This program consists of three elements: • Core technical computing, with a particular focus on audio-visual technology, Advanced Critical Approaches to Creative Computing and Computational which will be taught by specialist lecturers and take the form of group seminars and portfolio presentations. 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 approaches to computational arts practice and computational arts practice elements will be tightly integrated. Tutors will be required to work closely together to ensure good integration, including regular meetings, and attending some of each other's sessions. In Advanced Critical Approaches to Computational Arts 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 Advanced Critical Approaches to Computational Arts.

Full-time mode (include heading only where there is PT route)

Academic year of study 1

Equivalent of 120 credits undertaken at partner institution.

Academic year of study 2

Equivalent of 120 credits undertaken at partner institution.

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Modules from a list of modules available annually	Various	30	6	2X Optional 2X Compulsory	1,2
Advanced Critical Approaches to Computational Arts	TBC	30	6	Compulsory	2
Final Project in Digital Arts Computing	IS53047B	60	6	Compulsory	2,3

Academic support

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

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

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

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

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

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the Goldsmiths website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Disability and Wellbeing Services maintain caseloads of students and provide on-going support.
The Careers Service provides central support for skills enhancement, running The Gold Award scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report (HEAR).

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

Placement opportunities

None

Employability and potential career opportunities

Graduates from this programme are expected to work in a great variety of areas, including, games industry, future-facing technology-based start-ups, information technology and the creative industries. Many will also go on to study at postgraduate level research. Employers increasingly demand that new recruits are able to add immediate value to their organisation. Through the three-month professional internship undertaken in the 8th semester in the fourth year and the professional development experience of showcasing work to the creative industries in the public exhibition in their third year of study at Goldsmiths, students can demonstrate that they have already achieved a good level of professional competence and maturity, which could help you stand out in the job market.

Students are supported from the start to the finish of this programme in order to understand the different potential career journeys they can follow and to build a portfolio of work to demonstrate their capability to gain employment or freelance work in that area. Assessment has been designed to facilitate this process through the development of transferable or soft skills listed in the section above. Regular guest lectures from industry support the development of sector knowledge and awareness of different career paths.

The Department's External Advisory Board ensures relevance of all our programmes to the current and future needs of employers. All programmes are designed in consultation with employers to make sure you develop transferable skills to improve your career opportunities and you will be applying your skills to real-world problems through live project briefs and group projects. The board and other employers attend showcase events where you can present your ideas, get feedback and build important connections.

We have dedicated employability resource within the department to build employer relations and manage additional initiatives to support your future career opportunities, including regular communication of external opportunities for mentoring and work experience and an annual Career week (a focussed week of career support every June in the department where you can access alumni panels by programme and a range of industry talks).

Programme-specific requirements

None

Tuition fee costs

Information on tuition fee costs is available at: https://www.gold.ac.uk/students/fee-support/

Specific programme costs

The physical computing module requires the purchase of a hardware kit by each student.