

BA (Hons) Design

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London**Name of Final Award and Programme Title:** BA (Hons) Design**Name of Interim Exit Award(s):**

Certificate of Higher Education in Design

Diploma of Higher Education in Design

Duration of Programme: 3 years full-time, with professional placement during Year 2**UCAS Code(s):** W200**HECoS Code(s):** (100048) Design**QAA Benchmark Group:** Design**FHEQ Level of Award:** Level 6**Programme accredited by:** Not applicable**Date Programme Specification last updated/approved:** June 2019**Home Department:** Design**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

Programme overview

This degree develops the study of design beyond the skills and techniques of the discipline, through engaging with discourses in society and culture. The programme supports you in evolving your own creative practice, drawing from a broad range of disciplines to do so. It also engages with issues around sustainability and the responsibility of the designer. Theory and practice are inseparable throughout the programme. We aim to equip you with the creative and cognitive skills required to design and engage with the wider discourse of the profession in order to develop a critical practice. These skills are highly transferable to the broader creative industries.

We offer instruction in design methods, technical processes and the use of equipment, but it is through the act of designing and engaging with ideas that you will acquire skills and techniques.

The study of design theory and its many contexts is considered essential to the programme and is closely integrated with design practice so that the two can provide unique insights and mutually inform each other; this in turn helps underpin, contextualise, generate and critique your work.

Programme entry requirements

A-level: BBB

BTEC: DDM

IB: 33 Points, HL655

Access: 60 credits overall with 30 distinctions and distinctions/merits in related subject.

Most applicants have successfully completed a Module of post-sixteen study in Art, including Foundation Modules, Vocational A- levels or NVQ Level 3 in an Art and Design. The programme however, also welcomes applications from GCE A-level students who have performed well at GCSE level, and also have a strong Art and Design portfolio. Applications from mature students (over 21) are also welcomed: their application judged on the relevance of previous work experience, and on their art and/or design work.

Interviews: If the student meets these criteria, they will be invited for an interview during the Spring or Summer term. At interview they will be asked to present a portfolio of work, which will typically include a range of art and/or design pieces, sketch books, and samples of written assignments. The applicant is also required to submit, at interview, a 200-word written summary about their reasons for choosing this degree.

Overseas students: applicants from outside the UK are encouraged to attend interview. We are flexible with interview dates to allow the overseas applicant to arrange other college visits/ interviews whilst in the UK. If it is not possible for an applicant to attend, we ask them to send slides or photographs of their Art and Design work, with written explanations about selected pieces. Copies of essays in English along with the 200-word summary about their reasons for choosing the degree are also required. If possible we also conduct a telephone interview to determine whether the applicant is suitable.

English Language: An achievement in an English language proficiency test equivalent to an IELTS score of 6.0 with a 6.5 in writing is required.

Visiting and Exchange Students

Our exciting Study in London programme gives you the chance to study at Goldsmiths for a semester as part of your degree at your home university. Please see our Study in London Prospectus for details. Copies are available from the International Office.

Aims of the programme

The main concern of the programme is to equip students with the creative, cognitive, and professional skills required so that they can play an important role in a complex and rapidly developing profession. It, however, also seeks to promote an understanding that 'design competencies' are valuable and transferable to areas of study and work outside of the profession, and indeed have relevance to everyday thinking and activity in general.

The programme aims to:

- expand students' idea of design beyond the strict delineation of conventional design disciplines (i.e. product, graphics, furniture, multi-media, web-design).
- encourage students to consider and contextualise design in broad philosophical, and socio-cultural contexts.
- encourage students to question the designer's role and the impact and meanings of design for society, culture and the environment.
- build the student's awareness of, and response and sensitivity to, their own and others methods and practices in order to develop their own programme of designing.
- enable students to use discourse to inform and generate practice.
- encourage and promote work (practical and written] that is innovative, thoughtful, responsible, and well considered.

What you will be expected to achieve

Learning on the programme moves, over the three years, from a prescribed, tutor directed, programme of study, to a student led programme of study. In the latter part of the programme the input from tutors is a response to the educational initiatives advanced by students.

The learning outcomes should be seen as a framework – both pedagogic and philosophic - through which the programme marks out a field of endeavour (practice and theory). In this field students find their own place; identifying opportunities for learning and ultimately determine the specifics of their learning. Criteria for assessment are drawn in relation to these fields but are adaptable enough to accommodate and allow for student determinations and interpretation of the programme of education which is offered them.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Have a critical purchase on the contexts (discursive/ theoretical/practical/material)	Contextual Studies Year 1 Studio Project Year 1

Code	Learning outcome	Taught by the following module(s)
	from which their thinking and designing is generated and will be used/read.	Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3
A2	Understand that they, as designers, are ideologically situated and therefore cannot avoid taking a position on the issues (political, philosophical, and sociological) that govern the production and influence the consumption of design.	Contextual Studies Year 1 Studio Project Year 1 Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3
A3	Evolve their own methods and strategies to create meaningful design.	Methods and Processes Studio Project Year 1 Studio Project Year 2 Studio Project Year 3
A4	Have knowledge and understanding of the contribution design makes to visual and material culture, and to use this understanding to support and generate their design practice and discourse.	Contextual Studies Year 1 Studio Project Year 1 Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3
A5	Develop knowledge of design discourses and an understanding of how one may advance a discourse through design.	Contextual Studies Year 1 Studio Project Year 1 Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3
A6	Design makes to visual and material culture, and to use this understanding to support and generate their design	Professional Placement Methods and Processes Technical Studies Technical Studies and Methods & Processes Year 2
A7	Know how to source their own creative endeavours and to find and use appropriate resources (human and material) in the realisation and communication of their ideas.	Contextual Studies Year 1 Studio Project Year 1 Technical Studies Contextual Studies Year 2 Studio Project Year 2 Technical Studies and Methods & Processes Year 2 (Technical Studies strand) Contextual Studies Year 3 Studio Project Year 3

Code	Learning outcome	Taught by the following module(s)
A8	Engage in a learner-centred pedagogy where they become actively involved in mediating and supporting their own learning.	Contextual Studies Year 1 Studio Project Year 1 Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Observe critically the world in which they are situated –and then record, interpret and represent their observations to others.	Contextual Studies Year 1 Studio Project Year 1 Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3
B2	Research issues and concerns by collecting data and material (textual, visual, aural and other).	Contextual Studies Year 1 Studio Project Year 1 Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3
B3	Interpret and evaluate the data gained in primary and secondary research.	Methods and Processes Studio Project Year 1 Studio Project Year 2 Studio Project Year 3
B4	Speculate on what may be.	Contextual Studies Year 1 Studio Project Year 1 Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3
B5	Reason through and resolve a complex of concerns/problems.	Contextual Studies Year 1 Studio Project Year 1 Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3
B6	Structure and evolve their thought processes in order to detail and execute work, both written and practical.	Professional Placement Methods and Processes Technical Studies

Code	Learning outcome	Taught by the following module(s)
		Technical Studies and Methods & Processes Year 2
B7	Use and respect their tacit intelligence in both critical and creative practice.	Contextual Studies Year 1 Studio Project Year 1 Technical Studies Contextual Studies Year 2 Studio Project Year 2 Technical Studies and Methods & Processes Year 2 (Technical Studies strand) Contextual Studies Year 3 Studio Project Year 3
B8	Reflect on, record, and evaluate their methods, processes and outcomes.	Contextual Studies Year 1 Studio Project Year 1 Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Develop a conceptual programme for design practice that is considerate of both the practical/material and the discursive contexts on which it is based.	Studio Project Year 1 Studio Project Year 2 Studio Project Year 3
C2	Identify a meaningful design project - locating and/or framing a brief, which attends to the fit between the project (the practical and material considerations) and the conceptual, programme (the questions embed, asked and/ or raised)	Studio Project Year 1 Studio Project Year 2 Studio Project Year 3
C3	Find and develop their own ideational strategies for design in relation to the way they have understood and/or constructed a brief.	Studio Project Year 1 Studio Project Year 2 Studio Project Year 3
C4	Initiate and progress a Module of designing - developing their thinking and creative actions through freely structured and dynamic processes.	Studio Project Year 1 Studio Project Year 2 Studio Project Year 3

Code	Learning outcome	Taught by the following module(s)
C5	Manage the planning and timing of a design project; developing their own abilities to identify and manage decision points and complete tasks on time.	Studio Project Year 1 Studio Project Year 2 Studio Project Year 3
C6	Manage resources (material and human) for their design work.	Studio Project Year 1 Studio Project Year 2 Studio Project Year 3
C7	Present and communicate a design project effectively in a number of places, circumstances, and to numerous audiences and users.	Studio Project Year 1 Studio Project Year 2 Studio Project Year 3
C8	Develop techniques and skills and use appropriate technologies to produce design outcomes of high standard.	Studio Project Year 1 Technical Studies Studio Project Year 2 Technical Studies and Methods & Processes Year 2 (Technical Studies strand) Studio Project Year 3

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Structure and communicate ideas effectively practically, orally and in writing	Contextual Studies Year 1 Studio Project Year 1 Technical Studies Methods and Processes Contextual Studies Year 2 Studio Project Year 2 Technical Studies and Methods & Processes Year 2 Contextual Studies Year 3 Studio Project Year 3
D2	Manage time and work to deadlines	Contextual Studies Year 1 Studio Project Year 1 Contextual Studies Year 2 Studio Project Year 2 Technical Studies Contextual Studies Year 3 Studio Project Year 3
D3	Work independently	Contextual Studies Year 1 Studio Project Year 1

Code	Learning outcome	Taught by the following module(s)
		Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3
D4	Work in groups	Studio Project Year 1 Studio Project Year 2
D5	Find information from appropriate sources	Contextual Studies Year 1 Studio Project Year 1 Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3
D6	Use information technology	Contextual Studies Year 1 Studio Project Year 1 Technical Studies Contextual Studies Year 2 Studio Project Year 2 Technical Studies Contextual Studies Year 3 Studio Project Year 3
D7	Critically reflect on and assess the importance of their own and others ideas	Contextual Studies Year 1 Studio Project Year 1 Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3
D8	Know how to think creatively (i.e. 'beyond the box').	Contextual Studies Year 1 Studio Project Year 1 Contextual Studies Year 2 Studio Project Year 2 Contextual Studies Year 3 Studio Project Year 3

An interim exit award of Certificate of Higher Education in Design can be offered if all Year 1 (Level 4) modules are completed:

- Contextual Studies Year 1;
- Studio Project Year 1;
- Technical Studies;
- Methods and Processes.

These modules map to learning outcomes as listed above.

An interim exit award of Diploma of Higher Education in Design can be offered if all Year 1 (Level 4) and all Year 2 (Level 5) modules are completed:

- Contextual Studies Year 1;
- Studio Project Year 1;
- Technical Studies;
- Methods and Processes;
- Contextual Studies Year 2;
- Studio Project Year 2;
- Technical Studies and Methods & Processes Year 2;
- Professional Placement.

These modules map to learning outcomes as listed above.

How you will learn

Knowledge and Understanding:

This programme supports students in evolving their own critical and conceptual/creative practice, calling on any number of references and drawing from a range of disciplines. The programme enables students to develop an awareness of the opportunities to and of design. In the studio; methods, processes and research are considered and assessed alongside the final design outcomes. Students are asked to contextualise and defend their work in oral presentations, contextual reports, and project reports, as well as in project tutorials. Learning is also assessed and supported informally in studio tutorials. During these the tutor can pick up on learning actively rather than react to what has already been done or achieved.

Practice Based Work - The acquisition of outcomes (A3 & A7) is supported through project tutorials, group tutorials and in feedback on projects. The design briefs in all years point the way to acquiring all of the above outcomes (A1 - 8) in practice. Project briefing and resulting questioning begins the process which is then picked up and supported in the studio rounds, tutorials and feedback sessions at the completion of project. Outcome (A6) is a particular focus of year 3 where students actively engage with the profession through briefs that come into College and through their placement activity. Support on the placement is through face to face when the student is able to come in to College but otherwise through emails, letters and telephone (briefings and tutorials on Portfolio development). The Portfolio submissions and their presentation evidences whether outcome (A6) is achieved.

Contextual Modules - The Contextual Modules give content and support for gaining of the knowledge and understanding for the outcomes above. They are run as lectures and

seminars. There is tutorial support to clarify issues and points arising out of lecture/seminars and also tutorial feedback on essay/dissertation submissions. The context Modules and the studio programme reinforce each other and one is able to pick up whether the Outcomes above have been acquired in the student engagement and achievement in both.

Subject Specific Skills:

Practice Based Work Students are encouraged to evolve their own processes and methods through different kinds of support. Briefs are structured to move students through different stages in evolving their work. During studio rounds and, in seminars and in interim presentations tutors are able to see how well a student has achieved all outcomes (C1-8) above. The way a student presents their work in circumstances where they are not present to present and defend the work and when they are is discussed, commented on and assessed (outcome C7)

Contextual Modules - Through years 1 and 2 students engage in the context programme with the contexts in and through which they design. In year three they are actively engaged in writing that generates supports and explains their work - a project/context report. This supports outcome C7 above. In the Contextual Studies components there are open discussions, short workshops, tutorials, as well as Module assignments - which include essays/dissertations and project/process diaries. In the second year the work assessed is a portfolio and accompanying case study. The work the student produces (written and practical) in all Modules on the Programme, the way they present it, and the way they respond to questions from students and staff, provides evidence of what has been learned. The student is also asked to consider and articulate what they believe they have learned in a number of feedback procedures (written and oral).

Technical Studies:

There are a number of workshops in place (some compulsory and some optional) that allow students to acquire and develop technical skills outcome B7. The students are actively engaged in developing their work in these workshops. And so during the workshop the tutor can see what is required to help students achieve the outcome. These skills feed back into the studio programme and are evidenced in the ways the student has realised the work.

Methods and Processes:

Through the modules students will engage with the methods and processes in researching and producing ideas in design and then delivering them in a professional context. This Module directly support outcomes C1-4 above.

How you will be assessed

There are many modes of teaching on the programme: formal lectures, discussion groups, seminars, project briefings, studio rounds, project workshops, surgeries, technical workshops, project tutorials (formal and informal), pastoral tutorials, project and dissertation supervision, and crits/presentations.

Both teaching methods and programme content are designed to enable students to gain the capability to evolve their own agendas, articulate their opinions, and communicate their ideas in an informed, cogent and effective way.

The nature of the programme is such that the teaching modes act as a catalyst for student generated responses and research. Much of the teaching is reactive to student needs (particularly in the studio), and thus very specific learning objectives are a negotiated territory lying between the brief and the student's interpretation of them. Students in the main develop cognitive and key skills through the way they research and develop their own programmes in response to the inspirational triggers (briefs) and theoretical territories presented to them for research and development.

Criteria for the Assessment of Studio Practice Assessable Bases for Studio Practice.

The seven bases described below provide a template for examination and a point of referral for student evaluation, but should not be mistaken as a prescriptive linear path for design.

The list is not a working order nor can one or should one separate one category from another in producing work.

Studio work is reviewed in the following categories:

Concept Formulation:

Covers the way the student is able to fashion a conceptual programme. Through:

- mapping and searching a field of concern,
- working through emerging themes, and by teasing out key issues to find the contextual and theoretical underpinnings of a project.
- forming a coherent thesis that works to establish a discursive net for the proposed design.

Project identification:

Deals with the way a project is located and framed with emphasis given to notions and issues of use. The student will need to delineate and demonstrate a consideration of:

- a use or neo-use for the design.
- a user (individual, community, or generic group).
- a context of use.
- the way it will operate/perform.
- its effect (socio-culturally and/or environmentally)

Research:

Is the observation, and analysis of all relevant materials and issues of both programme and project in order to find the opportunities for design and also to build reference and support for the ideas and their development. Methodologies (thinking behind research) and methods (manner of research) will be assessed for their relevance and efficacy in:

- the exploration of concerns pertinent to the development of both design programme and project.
- the collection of data and material for analysis and selection in constructing and realising the project.

Process:

Is taken to mean the speculative and explorative actions taken to find, build and realise the design. These should be evidenced in development sketches and notes, concept models and prototypes (for all work-3D, 2D and systems). It involves also, an exploration of techniques, of structure, of form (narrative, cognitive, creative and sculptural) and where appropriate a trialling of the final design. The process evidence should emerge as a natural part of working methods and not something contrived for assessment.

Outcome:

The quality of the final product. Outcomes are various not only in terms of their disciplinary boundaries and physical features but also their degree of completion. An outcome may be in the form of a proposal or a fully working design. An assessment of outcome will look at how appropriate and well realised it is in terms of what can reasonably be expected and in:

- the way the theoretical/conceptual framing of the work is expressed and evidenced,
- the sense it makes in relation to a briefing for use (neo-use) made in the development of 'project'.
- the readings brought through in the final product. The consonance of programme and project, where theories and practical outcome are considered altogether.

Presentation:

Is the manner in which the work is communicated; inherent in the work and by additional explanation (oral, written, image and/ or act). The presentation of work should be considered as an important element of design itself.

What is assessed is:

- the way in which key points and issues in the work are synthesised and explained.
- the quality and effectiveness of the way arguments are organised and structured in support of the work.
- the manner and design of the presentation of the work itself.

Project management:

The way a project and its programme are managed in length and breadth of endeavour. Specifically:

- the planning and management of work in relation to time,
- the ability to access and manage resources, services and facilities in or beyond those provided in the Department in order to carry out work of ambition.
- the commitment to the work and the attendance to all that is arranged in relation to it.

Criteria for the Assessment of Contextual Coursework.

Assessable Bases for Context Work:

The bases for the context work like those for studio work are equally difficult to separate fully, and are only done so in terms of marking. Each base is dependent on and overlaps the others. It is also not easy to fully inscribe the different activities within the generic base description. Some assessable elements may not address all bases but this will be made clear in each assignment brief.

Review of the field of enquiry:

This applies particularly to the dissertation where students will have an area of interest or concern which they will investigate to find question/topic. This may involve a number of the following:

- literature searches
- site visits
- analyses of objects/images/text
- observations of situations and circumstances

- questionnaires etc.

Topic Identification:

This is the formulation of a clear research question and /or argument. The way this is framed has a direct bearing on the work and is a clear point of reference in the assessment of the work. This may be seen as a laying down of an intention for the work.

Identification of Issues, Concerns and Key Themes

The identification of the key points of focus of a project to: both 1) clarify the topic and 2) plot and demarcate areas for research 3) communicate lucidly and concisely the argument.

Research:

Runs through all aspects of context work from reviewing the field to final presentation. Research will be assessed in consideration of methodology and methods in terms of 1) appropriateness 2) comprehensiveness and 3) findings

Organisation and Structure:

Deals with the way an argument is built. Assessment will look for clear, lucid and creative development built through the structure and organisation of thesis. The formatting and acknowledgement on sources and influence is also here, included. Bibliography, footnotes and references must be clearly outlined and are assessed.

Content and the Communication of Ideas:

This deals with the ideas and the arguments themselves and the manner in which they are conveyed and expressed within the organisation and structure of the thesis. Use of appropriate language including the way in which quotes are used in the thesis is assessed along with legibility and expression.

Presentation:

Marks are given to the overall presentation of the thesis. Everything from the text structure to layout and type selection

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Studio Practice: Exceptional achievement of the appropriate learning outcomes in all aspects and categories. The student

Mark	Descriptor	Specific Marking Criteria
		<p>exhibits an excellent grasp of the design issues posed by a brief (whether this is set Module work or self-generated) The work demonstrates very thorough research linked with clear and creative thinking resulting in an original outcome. There is evidence of substantial effort and a tenacious search for a positive conclusion. The resultant artefacts / ideas and their accompanying extensive portfolio/s should also reflect an obvious concern for the wider issues raised by the module programmes as well as providing end products which are unique and effective. The level of integration of theoretical concerns should be much more developed in final year work than in the first year but each should show that these are significant elements of the design process.</p> <p>Contextual Coursework: Exceptional achievement of the appropriate learning outcomes in all aspects and categories. The work exhibits an excellent grasp of the issues posed by a/the question. It demonstrates very thorough research linked with clear and creative thinking. It is backed by acute critical analysis of the issues raised, married to imaginative insights. The result is an original view, outcome or argument, which is well organised and inventively argued. In addition, all key points and issues are well referenced and an extensive bibliography is included. Where appropriate visual material is used to illuminate and support the text making for a well-designed presentation.</p>
70-79%	1st: First (Excellent)	<p>Studio Practice: Excellent achievement of the appropriate learning outcomes in all aspects and categories. The student exhibits an excellent grasp of the design issues posed by a brief (whether this is set Module work or self-generated) The work demonstrates very thorough research linked with clear and creative thinking - resulting in an original outcome. There is evidence of substantial effort and a tenacious search for a positive conclusion. The resultant artefacts / ideas and their accompanying extensive portfolio/s should also reflect an obvious concern for the wider issues raised by the Module programmes as well as providing end products which are unique and effective. The level of integration of theoretical concerns should be much more developed in final year work than in the first year but each should show that these are significant elements of the design process.</p>

Mark	Descriptor	Specific Marking Criteria
		<p>Contextual Coursework: Excellent achievement of the appropriate learning outcomes in all aspects and categories. The work exhibits an excellent grasp of the issues posed by a/the question. It demonstrates very thorough research linked with clear and creative thinking. It is backed by acute critical analysis of the issues raised, married to imaginative insights. The result is an original view, outcome or argument, which is well organised and inventively argued. In addition, all key points and issues are well referenced and an extensive bibliography is included. Where appropriate visual material is used to illuminate and support the text making for a well-designed presentation.</p>
60-69%	2.1: Upper Second (Very good)	<p>Studio Practice: Very good work that reflects a good grasp of the appropriate knowledge, understandings and skills specified in the Programme outcomes. There is substantial work showing evidence of clear powers of analysis and synthesis, thorough research and preparatory work resulting in a sound outcome. The work/ portfolio demonstrates a keen notion of the importance of the contextual elements and has integrated them into an effective final solution.</p> <p>Contextual Coursework: Very good work that reflects a good grasp of the appropriate knowledge, understandings and skills specified in the Programme outcomes. Work in this category may be considered as substantial work showing evidence of clear powers of analysis and syntheses. It is founded on thorough research and is well prepared work, resulting in a sound outcome. The essay shows appropriate research and comprehension of the content under consideration. The material deployed is relevant to the essay brief and clearly and coherently organised. Key points or issues are referenced, and a comprehensive bibliography is included. Visual material, where relevant, is used appropriately</p>
50-59%	2.2: Lower Second (Good)	<p>Studio Practice: A good level of achievement. The work presented demonstrates an effective grasp and application of appropriate knowledge, understandings and skills specified in the programme learning outcomes. It is able and competent giving evidence of understanding and idea generation but requiring further thought and effort to realise the full potential.</p>

Mark	Descriptor	Specific Marking Criteria
		<p>There is some evidence of concern for the issues raised by the design brief and of the underlying social/cultural or ecological implications of the design activity. The work/portfolio shows evidence of hard work and is well presented.</p> <p>Contextual Coursework: The work presented demonstrates an effective grasp and application of appropriate knowledge, understandings and skills specified in the programme learning outcomes. This is average work, able and competent, showing evidence of understanding and idea generation but requiring further thought and effort to realise the full potential. There is some evidence of concern for the issues raised by the essay brief and of the underlying implications. The essay shows some evidence of hard work and is well presented. However, it may evidence incomplete comprehension; lack of coherent organisation; ideas discussed in an uncritical manner; sources not fully acknowledged.</p> <p>The missing element between an upper and a lower second will be the evidence of critical thinking and the display of a level of comprehension which relates to the wider issues. The realisation of the essay will be adequate at 2.2 whilst the 2.1 work will be more comprehensive.</p>
40-49%	3rd: Third (Pass)	<p>Studio Practice: There is some grasp of the appropriate knowledge, understandings and skills specified in the Programme outcomes. This work shows an attempt to meet the demands of a brief. It evidences some research and shows some evidence of an ability to sustain the consideration of design alternatives. It makes limited reference to the wider social or environmental pressures, which will bear upon any design work. The outcome is an adequate piece of work but with little evidence of originality.</p> <p>Contextual Coursework: There is some grasp of the appropriate knowledge, understandings and skills specified in the Programme outcomes. This work is an attempt to meet the essay brief, but falls short of so doing. Research is barely adequate; key points are missed, and the discussion of ideas is unbalanced and careless; organisation and referencing is unsatisfactory and the outcome is a piece of work that displays little evidence of originality.</p>

Mark	Descriptor	Specific Marking Criteria
25-39%	Fail	<p>Studio Practice: There is little or no grasp and application of appropriate knowledge, understandings and skills specified in the Programme learning outcomes. The work is ill conceived and poorly considered, there is little evidence of adequate research and no effort has been made to consider the issues that focus the designing activity. The work is poorly realised and inadequately presented.</p> <p>Contextual Coursework: There is little or no grasp and application of appropriate knowledge, understandings and skills specified in the Programme learning outcomes. The work is ill conceived and poorly considered. The essay brief is attempted, but the work has missed the ideas behind the questions; research is minimal or non-existent; ideas are misunderstood; irrelevant material may have been included; and the organisation and presentation is poor.</p>
10-24%	Bad fail	<p>Studio Practice: There is no grasp and application of appropriate knowledge, understandings and skills specified in the Programme learning outcomes. The work is poorly considered, there is no evidence of adequate research and no effort has been made to consider the issues that focus the designing activity. The work is poorly realised and inadequately presented. Little attempt has been made to address the brief.</p> <p>Contextual Coursework: There is no grasp and application of appropriate knowledge, understandings and skills specified in the Programme learning outcomes. The work is ill conceived and poorly considered. The essay brief is not addressed; research is minimal or non-existent; ideas are misunderstood; irrelevant material may have been included; and the organisation and presentation is poor.</p>
1-9%	Very bad fail	<p>Studio Practice: There is no grasp and application of appropriate knowledge, understandings and skills specified in the Programme learning outcomes. The work is produced with absolutely no care, there is no evidence of research. No effort has been made to consider the issues that focus the designing activity. No attempt has been made to present the work, it is unprofessional in material output. No attempt has been made to address the brief.</p>

Mark	Descriptor	Specific Marking Criteria
		Contextual Coursework: There is no grasp and application of appropriate knowledge, understandings and skills specified in the Programme learning outcomes. The work is ill conceived and poorly considered. The essay brief is not addressed; research non-existent; ideas are misunderstood; irrelevant material may have been included; and the organisation and presentation is inappropriate at this level.
0%	Non submission or plagiarised	No work was submitted or the work submitted has been plagiarised.

How the programme is structured

The BA Design programme is available for full time study over three years. In year one:

Studio Practice is credited with 60 CATS.

Contextual Studies is credited 30 cats although comprising of three lectures series. Marks from submissions to all lecture series go towards the calculation of the mark for this Module unit.

Technical Studies is a 15 CATS module. The final mark for this Module is an aggregate of marks from the two compulsory technical studies Modules and one optional.

Methods and Processes is a 15 CATS module.

In year two:

Studio Practice is credited 60 CATS module. The two parts that comprise the second year studio practice are added together with 3/4 being set projects and 1/4 live briefs. The two make up a single mark for studio practice level two.

Contextual Studies is 30 CATS and is an aggregate of the marks for the submissions for three of the four lecture series.

Technical Studies and Methods and Processes are amalgamated as a 15 CATS module. The marks for each being added together and averaged to create a final mark.

Professional Practice

All students undertake a Professional Placement between Years 2 and 3. This module encourages you to develop a more professional approach to your own work, and to generate valuable contacts for future employment.

These modules support and complement one another within each year of study, and as you progress through the years they are designed to build a coherent set of experiences.

In year three:

Studio Practice is a 75 CATS module.

Contextual Studies, being the context report accompanying the major project, is 45 CATS.

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Contextual Studies Year 1	DS51012D	30	4	Compulsory (Non-compensatable)	1,2
Studio Project - Year 1	DS51013A	60	4	Compulsory (Non-compensatable)	1,2,3
Technical Studies	DS51014A	15	4	Compulsory	1,2
Methods & Processes	DS51015A	15	4	Compulsory	1,2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Contextual Studies Year 2	DS52012B	30	5	Compulsory (Non-compensatable)	1,2
Studio Project - Year 2	DS52013A	60	5	Compulsory (Non-compensatable)	1,2,3
Technical Studies and Methods And Processes	DS52014A	15	5	Compulsory	1,2
Professional Placement	DS52020B	15	5	Compulsory	3

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Contextual Studies Year 3	DS53013B	45	6	Compulsory (Non-compensatable)	1,2

Module Title	Module Code	Credits	Level	Module Status	Term
Studio Project - Year 3	DS53014A	75	6	Compulsory (Non-compensatable)	1,2,3

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 programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice 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 [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 for students throughout the year.

Links with employers, placement opportunities and career prospects

Careers

Most of our BA Design graduates find employment in the creative and cultural industries. The most recent National Student Survey marked Goldsmiths Undergraduate Design students as the most employable in the country, with 98% securing a design-related job in their first year after graduation.

Our graduates have:

- worked for top London design consultancies (Pentagram, Heatherwick studio, Imagination, Moving Brands) worked for major UK companies (Dyson, Selfridges, Eden Project, Oxfam)
- set up their own design studios (including Jailmake, PAN Studio, UsCreates) worked as freelance designers
- progressed to become senior designers, consultants, design managers and creative directors found employment in the public sector and NGOs
- had work commissioned for public spaces, private companies and charities

The requirements of a Goldsmiths degree

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes 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. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

Year 1 = Level 4

Year 2 = Level 5

Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

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
- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the achievement of a programme’s learning outcomes. These are designated as “Non-compensatable” for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

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 must normally 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 minimum value of 360 credits, as set out within the section “The requirements of a

Goldsmiths degree” above. A failed module with a mark of 35-39% 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 and the module has not been defined as “Non-compensatable”. No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually 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:

- 1st: First Class – 70%+
- 2.1: Upper Second – 60-69%
- 2.2: Lower Second – 50-59%
- 3rd: 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.

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or 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 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

In order to be eligible for the award of the degree, students must pass DS53013A and DS53014A.

General programme costs

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

Specific programme costs

Not applicable.

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 are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains 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 these procedures are published on the [Quality Office web pages](#).