Goldsmiths
UNIVERSITY OF LONDON

BSc (Hons) Computing; BSc (Hons) Computing with Work Experience

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:
BSc (Hons) Computing
BSc (Hons) Computing with Work Experience
Name of Interim Exit Award(s):
Certificate of Higher Education in Computing
Diploma of Higher Education in Computing
Duration of Programme:
3 years full-time (BSc Computing)
4 years full-time (BSc Computing with Work Experience)
6 years part-time (BSc Computing)
7 years part-time (BSc Computing with Work Experience)
UCAS Code(s): I200
HECoS Code(s): (100367) Computing and Information Technology
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 6
Programme accredited by: Not applicable
Date Programme Specification last updated/approved: June 2021
Home Department: Computing
Department(s) which will also be involved in teaching part of the programme:
Institute for Creative and Cultural Entrepreneurship (ICCE); Institute of Management Studies (IMS)

Programme overview

This programme will provide a practical and theoretical education to students wishing to learn about technology, and how to harness it in the pursuit of personal and organisational demands. Computer based Systems are embedded in our working practices and in our homes, and the wider world continues to cry out for people who understand the ways in

which technologies interact, are deployed and can be appropriated. This programme will not only give you a grounding in the technical aspects of computing, but also will encourage you to think about the commercial, social, political and environmental consequences of those systems and their applications in contemporary society. You will learn about the basics of programming, moving into interactive languages for task automation and declarative languages for configuration; you will acquire competence with interaction design, affordances of computer based systems, and front- and back-end web development, and have the opportunity to choose optional modules to reflect the application of computer based systems to your personal interests. You will be encouraged to consider their work with respect to the human as well as technical side of computing, mirroring the Department's research strand in human-centered design and human-computer interaction – remembering that their products both as students and later as members of society must be in service of people.

Programme entry requirements

You will be expected to have at least BBB at A2 level, or equivalent. A levels or BTECs relating to Mathematics, Computer Science, or Information Technology are preferred, but we encourage applications from those without a formal qualification in these areas who can demonstrate relevant enthusiasm, knowledge, skills and experience.

You may be called for an interview; at which time you may be asked to take a computer aptitude test. If you do not have an A2 level qualification, or equivalent, relating to the sciences, you should have a B in GCSE Mathematics, or equivalent.

If your first language is not English, you must have received a score of 6.0 or more in the IELTS (or equivalent) examination for written English.

In addition, if you have completed the first term in BSc Computer Science and BSc Business Computing and wish to move to of BSc Computing, you may join the BSc Computing course in year 1, term 2.

Aims of the programme

The aim of this programme is to produce graduates who are independent, creative and reflective Computer based Systems practitioners. Our graduates should have:

- an understanding of the roles of professionals participating in the phases of developing and deploying Computer based Systems.
- the knowledge and skills necessary to create and deploy Computer based Systems in the context of businesses and other organisations.

- the skills required to design and build Computer Systems compatible with networked and mobile environments.
- an understanding of how people interact with systems in general, and the knowledge to apply that understanding to designing inclusive and efficient interfaces for Computer based Systems.
- an appreciation that suitable choices of technology may be necessary but are not sufficient for successful deployment of Computer based Systems.
- a framework for evaluating the security, regulatory, legal, moral and ethical issues that may arise when Computer based Systems are used.
- knowledge of technologies across a range of core and specialist topics.
- key technical skills that enable them to gain a detailed understanding of the challenges facing Computing professionals and how these challenges can be effectively addressed.
- the ability to work independently and in groups and reflectively and critically evaluate their own and related work.

The term computing applies to an increasingly diverse set of degree courses all based on the foundations of computer science. The content of this degree as set out in this specification approximate to a synthesis of elements from “Software Engineering”, “Information technology” and “Information Systems” as defined in the QAA Computing benchmark statement.

What you will be expected to achieve

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

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate basic knowledge of a computer based system and its features	Introduction to Computing
A2	Demonstrate basic knowledge of a programming language and its features	Introduction to Programming Computing Project 1

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Analyse and describe the basic operation of computer based systems	Designing Digital Interactions Introduction to Computing

Code	Learning outcome	Taught by the following module(s)
B2	Design and develop complete if limited computer based systems, individually and in groups	Front End Web Designing Digital Interactions Computing Project 1

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Design and develop complete if limited computer based systems, individually and in groups	Front End Web Designing Digital Interactions Computing Project 1

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate basic literacy, numeracy and information literacy	Introduction to Statistics for Business Front End Web
D2	Present information in a variety of different ways	Designing Digital Interactions Front End Web Perspectives on Capital Introduction to Computing

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

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Explain the need to handle information securely and techniques to do so	Information Security
A2	Demonstrate and apply knowledge of a programming language and its features	Introduction to Programming Computing Project 1 Java for Industry (15)

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Analyse and describe the operation of computer based systems alone and in combination	Dynamic Web Applications Networks and Protocols

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Work in groups to a professional standard of behaviour and delivery	Group Project

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Evaluate and reflect on their work	Social Media, Crowdsourcing and Citizen Sensing Databases and the Web Group Project

Students who successfully complete the **BSc in Computing** will in addition be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate firm understanding in breadth and depth of the use of computer based systems in organisations and society, and their effect on the economy and on individuals	Introduction to Computing Introduction to Statistics for Business Group Projects Individual Project
A2	Demonstrate detailed understanding of techniques which can be used to assure information security and privacy and regulatory and legal compliance	Introduction to Computing Information Security
A3	Demonstrate detailed understanding of how communication between computers and between computer based systems functions, and trade-offs between different communication designs	Designing Digital Interactions Front End Web Dynamic Web Applications
A4	Be able to Model the interaction of systems and people, and demonstrate understanding of design principles for interfaces to computer based systems	Designing Digital Interactions Interaction Design Options

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Design and model the behaviour of computer based systems, alone and in concert, and predict and communicate their effects	Designing Digital Interactions Introduction to Computing Options
B2	Recognise constraints in a situation, and translate those into computer based system requirements	Introduction to Computing Computing Project 2 Individual Project
B3	Articulate the economic, social, ethical, moral and environmental effects of computer based systems and their use	Introduction to Computing Information Security Computing Project 2 Digital Venture Creation Individual Project

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Specify, design, implement and test reliable, secure and usable computer based systems	Front End Web Designing Digital Interactions Computing Project 1 Dynamic Web Applications Computing Project 2 Interaction Design Individual Project
C2	Evaluate and validate existing and newly-developed computer based systems according to functionality, safety, legality and effect on society	Introduction to Computing Information Security Computing Project 2 Interaction Design Individual Project
C3	Develop and test programmatic solutions to meet specified briefs	Introduction to Programming Computing Project 1 Java for Industry (15)
C4	Deploy and test computer applications and systems to solve complex, practical problems	Introduction to Information Systems Networks and Protocols Computing Project 2 Individual Project

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate literacy, numeracy and information literacy	Throughout the programme
D2	Demonstrate self-management and independent learning	Throughout the programme; particularly in Individual Project
D3	Demonstrate professional behaviours including interaction, team-working and management	Throughout the programme; particularly in Computing Project 2
D4	Show awareness of social context and sustainability of work	Throughout the programme; particularly in Introduction to Computing Computing Project 2 Information Security Individual Project
D5	Articulate and demonstrate project-management techniques and skills	Computing Project 2 Project Management Individual Project

The above learning outcomes are in concurrence with typical learning outcomes for Computing degrees as identified by the QAA subject benchmark.

How you will learn

The Department of Computing is committed to a diverse and stimulating range of learning and teaching methods that ensure the programme outcomes are taught and assessed rigorously and effectively. Learning emphasises a close synthesis between theoretical understanding and practical application that helps you develop an advanced, critical approach to the subject of computing. In addition, the College's Gold Award scheme and personal tutoring system are opportunities to develop coherent links between seemingly disparate elements in the programme.

The various modules of the programme provide a diverse range of topics across the scope of computing but are designed to form a coherent and cumulative body of knowledge and skills. These are further developed through your independent research and learning activities directed towards module assignments and the large-scale project component. The department is committed to providing a diverse and innovative range of teaching styles across its degree programmes. These include traditional lecture and laboratory sessions and also a range of more interactive and self-directed activities focusing on independent, creative work and self-presentation. The nature of the learning activities will vary greatly

between different modules, but includes programming; building hardware devices; software and system design; project planning; group activity; and creative work. In addition students will be expected to engage in considerable independent reading and practical work for all modules culminating in the final year project. This independent work will be supported by library resources, access to lab space and supervision from teaching staff.

The programme provides a range of modules, which provide a network of cross-referenced and cumulative knowledge across diverse areas of computing. You achieve the outcomes relevant to your individual pathway that combines compulsory and optional modules, through the experience of interconnected teaching and learning strategies across the various elements of the programme. All modules provide a weekly lecture-lab or other session, which reinforces preparatory or follow-up reading, and other related learning activities in both group and individual settings to foster new understandings and skills.

How you will be assessed

The Department recognises that high quality assessment is a vital part of learning, particular when used formatively, and providing valuable feedback for future learning. Our assessment is designed to reflect “real world” skills and activity in order to give our students a strong preparation for the work place.

No single method of assessment can capture all aspects of computing or the full range of skills required by our graduates. For this reason we are committed to providing many diverse styles of assessment and to the development and use of novel forms of assessment. Our methods of assessment are designed to reflect business relevant activities and to encourage independent, creative work. As well as traditional examinations, our assessment includes many different types of “hands on” practical work including software development, business planning and group work. Students will be required to present their work in a number of different ways that reflect the contemporary work place, including traditional reports but also oral presentations and extensive use of the web for self-presentation. Above all we encourage our students to be independent and creative thinkers and include considerable opportunities for open ended assessments that allow students to develop their own ideas.

Feedback is vital to effective continuing learning, the true value of assessment with feedback is that it shows students how to improve their work and learn more effectively in future. For this reason we are committed to providing timely and full feedback on all assessed assignments.

Throughout the degree programme assessment will happen in individual modules, each having assignments, each including some of the many diverse styles of assessment listed

above, as well as end of year exams for some modules. As well as these small assignments, students will execute projects in groups in their second year, and will each do a major individual project in their final year. This is a large scale piece of work which should integrate what students have learned throughout the programme. It provides students with an opportunity to independently tackle a large project that reflects real world computer based systems development and deployment. There are many different types of project, but all include the design and implementation of a substantial system, a written report and a presentation.

These methods of assessments are in concurrence with the QAA subject benchmark statement.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Students' design and implementation of computer based systems should demonstrate considerable creative thought and be clearly based on a critical evaluation of prior work.
70-79%	1st: First (Excellent)	Students should design and create computer based systems that demonstrate considerable independent thought and are based on independent learning as well as material explicitly taught in the programme. Students should be able to critically evaluate their own work.
60-69%	2.1: Upper Second (Very good)	Students should demonstrate independence in designing, implementing and evaluating a high-quality and complex computer based system using knowledge taught across the programme.
50-59%	2.2: Lower Second (Good)	Students should demonstrate the creation and deployment of complex computer based system, making use of knowledge taught across the programme.
40-49%	3rd: Third (Pass)	Students should demonstrate creation and deployment of a basic, complete and working computer based system.
25-39%	Fail	Represents an overall failure to achieve the appropriate learning outcomes. Whilst the submission attempts to address the creation of a computer based system, it is not functional or is not of sufficient substance.
10-24%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes The submission demonstrates a fundamental misunderstanding about computer based systems. (shall be deemed a valid attempt and not necessarily required to be resat).

Mark	Descriptor	Specific Marking Criteria
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes The submission lacks sufficient coherence to be considered a final year project. (shall be deemed a non-valid attempt and unit must be re-sat).
0%	Non submission or plagiarised	Work was not submitted or it was plagiarised.

How the programme is structured

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Programming	IS51031B	15	4	Compulsory	1
Front End Web	IS51018C	15	4	Compulsory	1
How Computers Work	IS52034A	15	4	Compulsory	1
Designing Digital Interactions	IS51019B	15	4	Compulsory for direct entry students and students transferring from Business Computing	1
Business Enterprise in the Digital Era	IS51010C	15	4	Compulsory	2
Introduction to Computing	IS51035A	30	4	Compulsory	2,3
Computing Project 1	IS51036A	15	4	Compulsory	2
Perspectives on Capital: Cultural, Social, Financial and Critical	IC51002B	15	4	Compulsory for students transferring from Computer Science	2

Direct entrance or Term 2 transfer from BSc Business Computing:

Term one of BSc Computing is identical to BSc Business Computing and Entrepreneurship. Students will take Introduction to Programming, Front End Web, Designing Digital Interactions, and How Computers Work in term one and Business Enterprise in the Digital Era, Introduction to Computing, Computing Project 1 in term two. Work on Introduction to Computing will continue on into term 3.

Term 2 transfer from BSc Computer Science:

This pathway is for BSc Computer Science students who are struggling particularly with math modules and decide to switch programmes. They will take Introduction to Programming, Front End Web, and How Computers Work. However, they will drop Numerical Maths which they will have been studying as part of Computer Science. Having switched to BSc Computing in term two, they will take Business Enterprise in the Digital Era, Introduction to Computing, Computing Project 1, Perspectives on Capital Financial, Physical, Human and Social. Work on Introduction to Computing will continue on into term 3.

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Java for Industry	IS52044A	15	5	Compulsory	1
Dynamic Web Applications	IS52044A	15	5	Compulsory	1
Computing Project 2	IS52018F	30	5	Compulsory	1,2
Information Security	IS52041A	15	5	Compulsory	1
45 credits of optional modules from an annually approved list	Various	45	5	Optional	2

Academic year of study 3 for BSc Computing with Work Experience only

Module Title	Module Code	Credits	Level	Module Status	Term
Work Placement	IS53031A	0	6	Compulsory	1-3

Academic year of study 3 for BSc Computing (and 4 for BSc Computing with Work Experience)

Module Title	Module Code	Credits	Level	Module Status	Term
Optional modules (from a list annually revised and approved by the Computing Department)	Various	45	6	Optional	1,2
Digital Venture Creation	IS53013B	15	6	Compulsory	1 or 2
Final Project in Computing	IS53062A	60	6	Compulsory (Non-compensatable	1-3

Part-time mode (BSc (Hons) Computing

Academic year of study 1

It is essential that students on the part-time route (any of the three pathways) take the following modules in their first term in year 1 and two additional modules.

Introduction to Programming	IS51031B	15	4	Compulsory	1
Front End Web	IS51018C	15	4	Compulsory	1

Academic year of study 2

Thereafter, depending on the programme student transferred from (or direct entry), they take four modules in year 2.

Academic year of study 3

Computing Project 2	IS52018F	30	5	Compulsory	1
Any combination of compulsory modules and optional modules from an annually approved list to a total of 45 credits	Various	45	5	Compulsory and Optional	1, 2

Academic year of study 4

Computing Project 2	IS52018F	30	5	Compulsory	2
Any combination of compulsory modules and optional modules from an annually approved list to a total of 45 credits	Various	45	5	Compulsory and Optional	1, 2

Academic year of study 5 for BSc Computing with Work Experience only

Module Title	Module Code	Credits	Level	Module Status	Term
Work Placement	IS53031A	0	6	Compulsory	1-3

Years 5 for BSc Computing (and 6 for BSc Computing with Work Experience)

Module Title	Module Code	Credits	Level	Module Status	Term
Optional modules (from a list annually revised and approved by the Computing Department)	Various	45	6	Optional	1,2
Digital Venture Creation	IS53013B	15	6	Compulsory	1 or 2

Year 6 or BSc Computing (and 6 for BSc Computing with Work Experience)

Module Title	Module Code	Credits	Level	Module Status	Term
Final Project in Computing	IS53062A	60	6	Compulsory (Non-compensatable	1-2

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

Graduates from this programme are expected to work in a great variety of areas, including management consultancy, information technology, computer based systems, creative industries, electronic commerce, banking, and general management. Many will also go on to further study or research at postgraduate level. Employers increasingly demand that new recruits are able to add immediate value to their organisation. Because this programme offers the option of an industrial placement year, students can demonstrate that they have already achieved a certain level of professional competence and maturity, helping them stand out in the job market.

Employability Statement

BSc Computing offers a range of employability experiences of varying depth. Goldsmiths has developed the Elements tool to identify what transferable skills students should expect to gain through their student journey.

The key Elements which offer a substantial depth of experience in this programme are Showcasing Talents, Collaborative Practice, Borderless Thinking and Enterprising Nature.

Definition and Location in Programme

The definition of Showcasing Talents is: The capability to speak confidently about one's own abilities, work and ideas and the confidence to share them with the world. In this programme, students can substantially develop this skill in the following modules: Year 1 - Introduction to Programming, Year 1 - Front End Web, Year 1 - Business Enterprise In the Digital Era, Year 1 - Computing Project 1, Year 2 - Computing Project 2, Year 3 - Digital Venture Creation and Year 3 - Final Project in Computing.

The definition of Collaborative Practice is: The ability to work together with different people with different skills and viewpoints to realise common goals and objectives. In this programme, students can substantially develop this skill in the following modules: Year 1 - Designing Digital Interactions and Year 1 - Computing Project 1, Year 1 - Business Enterprise In the Digital Era, Year 2 -Computing Project 2, Year 2 / Year 3 - Interaction Design, Year 3 - Digital Venture Creation, Year 3 - Data Visualization, Year 3 - Accredited Vacation Project and Year 3 - Work Experience on the 'With Work Experience' version of the programme.

The definition of Borderless Thinking is: Trusting of own intuition and able to use an interdisciplinary approach to find inventive solutions to complex problems. In this

programme, students can substantially develop this skill in the following modules: Year 1 - Business Enterprise In the Digital Era and Year 3 - Final Project in Computing.

The definition of Enterprising Nature is: The ability to seek out opportunities that will make a difference and take advantage of present situations. In this programme, students can substantially develop this skill in the following modules: Year 1 - Business Enterprise In the Digital Era Group assignment and Year 3 - Digital Venture Creations.

Potential Career Paths

The typical types of career opportunities from this programme using Showcasing Talents include, but are not limited to front end / UI developer, UX designer and web designer.

The typical types of career opportunities from this programme using Collaborative Practice include, but are not limited to interactive designer, web developer and mobile application developer.

The typical types of career opportunities from this programme using Borderless Thinking include, but are not limited to software engineer, IT business analyst, eCommerce consultant and systems analyst.

The typical types of career opportunities from this programme using Enterprising Nature include, but are not limited to computer / information research scientist and computer scientist within a social enterprise.

Using Elements to Support Career Planning

In considering career choices, students should reflect on what Elements such career choices might need and build a programme of in curriculum and extra curriculum engagement that allows them to develop these skills and experiences.

Career aspirations may change as students progress through the BSc Computing programme, so taking time to reflect on a regular basis and speaking to people about career ideas is strongly encouraged.

The condition of the UK labour market will impact on the availability of opportunities in terms of supply and demand, so speaking to people in industry and getting information from the Careers Service can help students keep on track and set realistic goals.

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

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.