

# BSc (Hons) Digital Arts Computing

## 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) Digital Arts Computing**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**UCAS Code(s):** G452**HECoS Code(s):** (100737) Multimedia Computing Science**QAA Benchmark Group:** Computing; Art and Design**FHEQ Level of Award:** Level 6**Programme accredited by:** Not applicable**Date Programme Specification last updated/approved:** December 2019**Home Department:** Computing**Department(s) which will also be involved in teaching part of the programme:**

Art

## Programme overview

This programme is designed to prepare you for a career as a technology led creative in the media industries. The degree will nurture your development not just as a technical expert, but also as a creative thinker, allowing you to learn and explore through a combination of technology and imagination. Creative Computing prepares you for a career in computation for media, games and related areas by giving you both the technical understanding and the creative freedom to develop your ideas.

The programme has two core components. The first equips you with a range of key technical skills in programming for audio and visual media. These skills are delivered at the same level as traditional courses in computing, but from a specifically audiovisual perspective, giving you the tools you need to develop your ideas. The second core component gives you the freedom to use these skills in your own practical projects, creating games, applications, websites and interactive artworks that showcase your skills in creative technologies. In this way, you are encouraged to learn through experiencing the techniques

of creative computation, whilst simultaneously developing your portfolio in technical arts practice.

## **Programme entry requirements**

You will be expected to have either:

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

An A2 level qualification, or equivalent, relating to science, technology and mathematics is preferred. However we encourage applications from those without a formal qualification in these areas who can demonstrate relevant knowledge, skills and experience.

All applicants may be called for an interview, at which time they may be asked to take a computer aptitude test. Applicants should have a grade B in GCSE Mathematics, or equivalent. We request up to 12 items of work for portfolio submission.

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

## **Aims of the programme**

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

- Knowledge of computing technologies across a range of core and specialist topics
- Understanding of the contexts in which computing technologies subsist in industry, with an emphasis on the creative industries
- The ability to design and implement software systems
- The ability to work independently and in groups and reflectively evaluate their own work

The term computing applies to an increasingly diverse set of degree courses all based on the foundations of computer science. It is widely taught in joint and interdisciplinary courses. The content of this degree as set out in this specification approximate to a synthesis of elements from “Software Engineering” and “Information technology” as defined in the QAA Computing benchmark statement as well as elements from the Art and Design benchmark statement.

## What you will be expected to achieve

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

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

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Basic knowledge of a programming language and its features	This will primarily be taught in the 1st year programming modules via lectures and programming exercises.
A2	Knowledge of contemporary practice in at least one sub domain of computing	This will be taught in Introduction to Digital Media and specialist first year module.
A3	The mathematical and computational principles underlying computing	This will be taught in the Graphics module and the Numerical Mathematics module. Teaching will be via lectures and practical work. Assessment will be via practical coursework and exams.

### Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Computational Problem solving	This will primarily be taught in the 1st programming courses. Teaching will be via problem solving and programming exercises and assessment will be via practical programming coursework and examination. This skill will be applied across the programme
B2	Analyse, to a basic level, the requirements of computing software from a number of perspectives (technical, creative, user-centred, social and business) and design a basic software solution based on this analysis.	This will be taught in the first year specialist modules. This will be taught presenting examples and students undertaking practical work to a specific brief.

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Program basic computer software	This will be taught in the 1st year programming module and applied across the curriculum. This will be taught primarily through practical programming work.
C2	Develop complete, though limited computing projects, individually and in groups	This will be taught in Introduction to Digital Media and other practical modules.

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Have core numeracy, literacy and IT skills to a graduate level.	Numeracy and IT skills are core to a computing degree and will feature throughout the curriculum.
D2	Be able to effectively present themselves and their work orally and in writing to a professional level.	Assessment throughout the programme will include considerable written and oral presentation.

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

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A broad range of topics in computing including web technologies, multimedia, networking, data bases and a number of more advanced topics. Knowledge of most will be sufficient to apply to moderately complex application; some will be studied in greater depth. Values: learning Skills: Problem Solving	A range of specialist modules including: Graphics 1 Perception and Multimedia Computing
A2	Programming languages, their features and the differences between languages. Knowledge will be sufficient for professional level software development. Skills: Problem Solving	This will primarily be taught in the 1st and 2nd year programming modules. Other modules will teach alternative languages and compare them to our core languages.

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Apply computational thinking to the design and implementation of moderately complex computing systems. Skills: Problem Solving, Analytical, Numerate	This will primarily be taught in the 1st and 2nd year programming modules. This skill will be applied across the programme but particularly in Computational Arts Practice.
B2	Analyse and evaluate moderately complex computing systems and technologies with reference to efficiency, correctness and suitability to users' needs Skills: Problem Solving, Analytical, Numerate	This will be taught across the curriculum, but primarily in the programming modules, Computational Arts Practice.
B3	Computational Problem solving Skills: Problem Solving, Analytical, Numerate	This will primarily be taught in the 1st and 2nd year programming modules. This skill will be applied across the programme but particularly in Computational Arts Practice.
B4	Discuss the work of key contemporary artists in an imaginative and coherent way, orally and in writing Style: Creative, outgoing, Independent Skills: Critical, interpersonal, communication	Critical Studies
B5	Discuss and analyse work critically and, through this, identify, examine and evaluate key issues in relation to your work and its concerns; Values: Learning Style: Individual, Creative, Independent Skills: Critical	Computational Arts, Critical Studies
B6	Compare and integrated computational and artistic ways of thinking into distinctively interdisciplinary approaches to problem solving and practice. Values: Liberalism, Tolerance Style: Individual, Creative, Independent Skills: Critical, Problem Solving, Analytical, Numerate	Computational Arts, Critical Studies

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Specify, design and implement complete computer software systems with reference to user requirements Values: Integrity Style: Independent Skills: Analytic, Numeracy, Business	This will be taught in the 1st and 2nd year programming modules and Computational Arts Practice
C2	Program computer software to a professional level. Skills: Analytic, Numeracy	This will be taught in the 1st and 2nd year programming modules and applied across the curriculum.
C3	Apply specific technologies, methods and tools to the analysis, design and implementation of software. Some technologies will be known to a basic level and others in greater depth. Values: Learning Skills: Analytic, Numeracy	A range of specialist modules including: Graphics 1 Generative Drawing and Perception and Multimedia Computing
C4	Acquire and manipulate digital media to a professional level. Style: Creative Skills: Critical and Analytical Skills, Computer literacy	This will be taught in the first year modules Introduction to Computational Arts Practice and Audio-Visual Computing, the second year Perception and multimedia computing and Computational Arts Practice modules.
C5	Make informed critical judgements about your work and its relationship to contemporary art practice;  Style: Individual, Creative, Independent Skills: Critical, literacy, insight	Critical Studies

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Have core numeracy, literacy and IT skills to a graduate level. Skills: Numeracy, literacy, computer literacy	Numeracy and IT skills are core to a computing degree and will feature throughout the curriculum beginning with the Numerical Maths module and other first year modules. Students will be required to

Code	Learning outcome	Taught by the following module(s)
		document, describe and evaluate their work both in traditional reports and on web pages.
D2	Be able to reflect on and evaluate their work Values: Integrity Style: individual, independent Skills: Reflection, self-motivation, insight, articulacy, self-marketing	Students will be required to maintain a web page on which they will engage in reflective discussion of their work. The modules Introduction to Computational Arts Practice, Computational Arts Practice have specific learning outcomes on reflection and self-evaluation
D3	Be independent and creative workers and learners Values: Integrity, learning Style: individual, creative, independent Skills: Flexibility, self-motivation, initiative	Our degree programmes have a particular focus, unusual in Computing modules, on independent and creative work, starting with 1st year programming and continuing in Computational Arts Practice. Students will be expected to tackle complete, independent projects of their own devising from the very beginning and will be expected to independently research and learn specialist topics.
D4	Be able to present themselves and their work orally and in writing to a professional level. Style: Outgoing, confident Skills: communication	The many modules will feature a section on self-presentation

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

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A broad range of advanced topics in computing including web technologies, multimedia, networking, data bases and a number of more advanced topics. Knowledge of most will be sufficient to	3rd year options

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
	apply to moderately complex application; some will be studied in greater depth. Values: learning Skills: Problem Solving	
A2	Advanced mathematical and computational principles underlying the representation and manipulation of digital media. Skills: Analytical and Numerical	3rd year options
A3	Demonstrate a coherent and detailed knowledge of the historical and theoretical contexts in which contemporary art practice has developed Values: Learning, Liberalism Style: Engaged Skills: Critical	Critical Studies

## **Cognitive and thinking skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	Draw on your own research critically and coherently to analyse, discuss and debate the creative work of others, to the standards of academic study. Style: Creative, outgoing, Independent Skills: Critical, interpersonal, communication	Critical Studies Dissertation
B2	Make imaginative and selective use of historical, theoretical and contemporary models for understanding and developing your practice Values: Learning Style: Individual, Creative, Independent Skills: Critical	Critical Studies Dissertation, Final Project
B3	Propose, plan and evaluate a significant piece of creative and technical work, under supervision of an expert, supported by a high level of critical judgment in your work Style: Individual, Creative, Independent	Final year project



Code	Learning outcome	Taught by the following module(s)
	Skills: Problem Solving, Organisation, time management, self-motivation	

## 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 Values: Integrity Style: Independent Skills: Analytic, Numeracy, Business	Final year project
C2	Apply specific, advanced technologies, methods and tools to the analysis, design and implementation of software. Some technologies will be known to a basic level and others in greater depth. Values: Learning Skills: Analytic, Numeracy	3rd year options
C3	Execute a significant piece of creative work, under supervision of an expert. Style: Individual, Creative, Independent Skills: Flexibility, Planning, organisation, time management, self-motivation	Final year project
C4	Make innovative critical judgments about your work and its relationship to contemporary art practice. Style: Individual, Creative, Independent Skills: Critical, literacy, insight	Critical Studies Dissertation, final project.

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Be able to reflect on and evaluate a substantial piece of their work Values: Integrity Style: individual, independent Skills: Reflection, self-motivation, insight, articulacy, self-marketing	The final year project will have specific learning outcomes on reflection and self-evaluation

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D2	Successfully complete a substantial piece of independent, creative work Values: Integrity, learning Style: individual, creative, independent Skills: Flexibility, self-motivation, initiative	Critical Studies Dissertation, Final year project
D3	Be able to present themselves and their work in a substantial piece of writing to a professional level. Style: Outgoing, confident Skills: communication	Critical Studies Dissertation, Final year project report

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

### Core technical Computing

The department of computing is committed to providing a diverse and innovative range of teaching styles when teaching technical topics. These include traditional lecture and laboratory sessions but also a range of more interactive and self-directed activities focusing on independent, creative work and self-presentation. The nature of the learning activities will vary greatly between different modules, but includes programming, building hardware devices, software design, project planning, group activity and creative work. In addition students will be expected to engage in considerable independent reading and practical work for all modules culminating in the final year project. This independent work will be supported by library resources, access to lab space and supervision from teaching staff.

### Critical Studies

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

### Computational Arts Practice

This element of the programme will aim to apply technical and critical skills and knowledge to software based arts practice. This will involve students writing software that is part of a

creative arts practice. This will be taught primarily through practical work in a laboratory session and with tutorial support. The tutorials will aim to support students in both a critical and technical understanding of their own practice and students will be expected to relate their practice to their work in Critical Studies. Practical work will be supported by lectures on specific technical methods and computational arts practices. As mentioned above students' work in this area will be tightly coupled with the topics studied in Critical Studies, with tutors from both departments ensuring that the syllabus is well integrated.

## How you will be assessed

### Core technical Computing

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

### Critical Studies

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

### Computational Arts Practice

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

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)	Technical Computing: Represents an exceptional achievement beyond the standard requirements of a first class degree. Students' work should demonstrate considerable creative thought and be

Mark	Descriptor	Specific Marking Criteria
		<p>based on a critical evaluation of prior work. Work is likely to achieve some outcomes that would be expected at a higher level degree.</p> <p>Critical Studies: Work that reflects an exceptional level of achievement of the appropriate learning outcomes. The work demonstrates:</p> <ul style="list-style-type: none"> <li>• a very ambitious application of knowledge and extremely wide ranging independent research.</li> <li>• a rigorous understanding of the chosen field and a distinctive expression of ideas.</li> <li>• coherent argument and innovative critical reflection.</li> <li>• an exceptionally imaginative and challenging interpretation of contemporary art.</li> </ul> <p>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.</p>
70-79%	1st: First (Excellent)	<p>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.</p> <p>Critical Studies: Work that reflects an excellent level of achievement of the appropriate learning outcomes. The work demonstrates:</p> <ul style="list-style-type: none"> <li>• ambitious and excellent application of knowledge and wide ranging research.</li> </ul>

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> <li>• clear understanding of the chosen field and an excellent expression of ideas.</li> <li>• a coherent argument and a distinctive critical reflection.</li> <li>• an imaginative and challenging interpretation of contemporary art.</li> </ul> <p>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.</p>
60-69%	2.1: Upper Second (Very good)	<p>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.</p> <p>Critical Studies:            Work that reflects a very good level of achievement of the appropriate learning outcomes. The work demonstrates:</p> <ul style="list-style-type: none"> <li>• a clear and coherent expression of ideas and a significant understanding of the chosen field.</li> <li>• strong and effective critical reflection.</li> <li>• a strong degree of imagination yet maintains known boundaries.</li> </ul> <p>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.</p>

Mark	Descriptor	Specific Marking Criteria
		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)	<p><b>Technical Computing:</b>            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.</p> <p><b>Critical Studies:</b>            Work that reflects a good standard of achievement of the appropriate learning outcomes. The work demonstrates:</p> <ul style="list-style-type: none"> <li>• an effective application of knowledge and the capacity to express ideas through discussion.</li> <li>• some critical reflection and evidence of a clear understanding of the chosen field.</li> <li>• evidence of some imagination but little ambition to challenge known boundaries.</li> </ul> <p><b>Computational Arts Practice:</b>            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.</p>
40-49%	3rd: Third (Pass)	<p><b>Technical Computing:</b>            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.</p> <p><b>Critical Studies:</b>            Work that reflects a threshold level of achievement of the appropriate learning outcomes. The work demonstrates:</p>

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> <li>• a limited understanding of the chosen field and little critical reflection.</li> <li>• little coherence and lacks an overall argument.</li> <li>• little evidence of imagination and no ambition to challenge known boundaries.</li> </ul> <p>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.</p>
25-39%	Fail	<p>Technical Computing/Computational Arts Practice: Represents an overall failure to achieve the appropriate learning outcomes.</p> <p>Critical Studies: Work that is unsatisfactory and does not achieve the learning outcomes. The unit must be re-sat. The work shows:</p> <ul style="list-style-type: none"> <li>• little evidence of any understanding of the chosen field.</li> <li>• no imagination or critical ability.</li> <li>• an incoherent expression of ideas.</li> <li>• no evidence of any critical reflection that would allow the student to challenge known boundaries.</li> </ul>
10-24%	Bad fail	<p>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).</p> <p>Critical Studies: Work that represents a significant overall failure to achieve the appropriate learning outcomes. The unit must be re-sat. The work shows:</p> <ul style="list-style-type: none"> <li>• no evidence of any understanding of the chosen field.</li> <li>• no imagination or critical ability.</li> <li>• an incoherent expression of ideas.</li> <li>• a complete lack of critical reflection that would allow the student to identify known boundaries.</li> </ul>

Mark	Descriptor	Specific Marking Criteria
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

## How the programme is structured

This programming consists of three elements:

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

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

## Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Programming	IS51031A	15	4	Compulsory	1
Numerical Mathematics	IS51026B	15	4	Compulsory	1
Critical Studies in Computational Arts I	FA51024A	30	4	Compulsory	1,2
Graphics 1	IS51030A	15	4	Compulsory	2
Introduction to Digital Media	IS51037B	15	4	Compulsory	1
Digital Arts Project 1	IS51025A	15	4	Compulsory	2
Generative Drawing	IS51028A	15	4	Compulsory	2



## Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
C++ for Creative Practice	IS52047A	15	5	Compulsory	1
Perception and Multimedia Computing	IS52020D	15	5	Compulsory	1
Critical Studies in Computational Arts 2	FA52034A	30	5	Compulsory	1,2
Digital Arts Project 2	IS52055A	30	5	Compulsory	1,2
Physical Computing	IS53030B	15	5	Optional	2
Graphics 2	IS52049A	15	5	Optional	2
Extended C++	IS52050A	15	5	Optional	2

## Academic year of study 3

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

## Academic support

Support for learning and wellbeing is provided in 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

This programme aims to prepare students for a career in digital and computational arts. This is an interdisciplinary field that can lead to a career in fine arts practice but also a variety of other careers at the intersection of technology and creative work such as interface design; computer graphics; games and animation; music production and cataloguing services; multimedia systems analysis; research and development in media and entertainment; Film/television production and special effects companies. Employers increasingly demand that new recruits are able to add immediate value to their organisation through a mix of creative and technological skills.

## The requirements of a Goldsmiths degree

Undergraduate degrees have a 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](http://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](#).