

# Graduate Diploma in Creative and Cultural Industries

## 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:** Graduate Diploma in Creative and Cultural Industries

**Name of Interim Exit Award(s):** Not applicable

**Duration of Programme:** 1 year full-time

**UCAS Code(s):** Not applicable

**HECoS Code(s):**

(100318) English Language (75%)

(100811) Creative Management (25%)

**QAA Benchmark Group:** Languages, Cultures and Societies

**FHEQ Level of Award:** Level 6

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** December 2020

**Home Department:** Centre for Academic Language and Literacies

**Department(s) which will also be involved in teaching part of the programme:**

Institute for Creative and Cultural Entrepreneurship

## Programme overview

The Graduate Diploma Programme is aimed at postgraduate students who need a year to develop or consolidate their language skills in academic English, to undertake preliminary study in the subject areas they would like to study at MA level, and to familiarise themselves both with ways of working in British academic culture and in the standards required at Master's degree level. Students who successfully complete the programme at the required level are guaranteed a place on a relevant Goldsmiths Master's degree. Students who wish to go on to study elsewhere in the UK will be given the appropriate one-to-one tutorial support in their applications. The Graduate Diploma programme has five pathways: Creative and Cultural Industries (CCI); Design (D); Media, Culture and Social Sciences (MCSS); Music (M) and a Pre-Masters Certificate in Counselling and Therapy (CT).

This programme specification relates to the Creative and Cultural Industries pathway. The programme consists of four major components:

A: Contemporary Theories; (30 credits); B: EAP Skills (30 credits); C: Interdisciplinary Option (30 credits, not applicable when specific pathway is 60 Credits, as in Design and Music); D: Specific Pathway Modules (30 credits)

## **Programme entry requirements**

- Students must normally be 18 years of age on admission
- A minimum score of 5.5 in IELTS (with no sub score lower than 5.5) or equivalent in other English Language examinations
- Students must normally have already completed (or be about to finish) an undergraduate degree in their own country.

## **Aims of the programme**

A: Contemporary Theories (30 credits); B: EAP Skills (30 credits); C: Interdisciplinary Option (30 credits, not applicable when specific pathway is 60 Credits, as in Counselling, Design or Music); D: Specific Pathway Modules (30 credits).

The generic aims of the programme are for students to:

- experience learning in British higher education in a way that is both authentic and challenging;
- learn what is expected of students attending lectures in a UK university;
- learn about an academic subject at university level;
- learn what is expected of students in seminars and class discussion at a UK university;
- learn what is expected of students in written work at a UK university, including a range of text types and assessment criteria;
- learn to engage with and respond to teachers and fellow students from a range of disciplinary, cultural, and linguistic backgrounds;
- develop the skills necessary to become independent and life long learners.

A and B are Core EAP modules (60 credits) in all pathways and consist of the following four skills: Reading

The development of reading skills takes place principally in the pre-lecture and post-lecture textual analyses modules, which accompany the lecture module entitled: Contemporary

Theories. Skills such as skimming, scanning, close reading and cohesion awareness are practised on texts drawn from a range of sources including from primary and secondary sources and encyclopedia entries on topics related to key areas of western thought. Texts are also exploited for relevant vocabulary extension. Students are encouraged to take a critical view of the texts under study by considering how they support and/or contrast with the content of the lecture programme or the students' previous learning. Reading skills are also developed in similar ways in the interdisciplinary options.

## Writing

The development of academic writing is closely integrated with reading. Texts are analysed in terms of their structure, organisation and language use, in order to help students understand what is required in their own writing, when they come to write essays related to the content of the lecture module. The development of summarising skills (distinguishing general and specific information, paraphrasing and synthesising) is also a main focus of these modules.

Writing skills are developed from a more discrete perspective in the Academic Writing/Grammar Development module. This covers the basic principles of essay writing (paragraph structure, paraphrasing and citation, referencing and bibliography compilation, drafting and editing) as well as focusing on specific aspects of sentence structure and syntax.

Writing skills are also developed in relation to a specific researched topic in the interdisciplinary option. Listening

Students regularly attend the previously mentioned lecture module. They will practise and develop note-taking skills; develop knowledge and understanding of a relevant academic subject; and further develop appropriate vocabulary and grammar. Where possible, they will also audit undergraduate lectures, in order to familiarise themselves with the atmosphere of a British university lecture environment. Listening skills are also covered in the interdisciplinary option, and are of course practised de facto by students in their subject specific modules, as well as in their everyday student life. Listening skills will be specifically assessed in the formal examination relating to the core EAP units at the end of the programme, as well as through listening/ summary tasks in the modules.

## Speaking

Speaking is of course a regular feature of all modules, and the variety of seminar types, visits, walks, etc organised in the subject specific pathways encourage this in a suitable diverse range of contexts.

Specific attention to the skills of giving a seminar presentation will be paid in the core EAP modules, where students develop the ability to plan, organise, carry out research and produce an oral presentation on an issue of interest to the student and, ideally, related to their future area of study. Presentations and seminar participation are also a key part of the learning, teaching, and assessment of the interdisciplinary options. Speaking skills will be assessed in the formal examination relating to the core EAP units at the end of the programme.

The Interdisciplinary Option introduces students to some basic ideas and theories that are relevant and important within many of Goldsmiths academic subjects.

The subject specific modules of the programme offer students the opportunity to prepare for a specific pathways on the MA degrees by specialising either in arts administration or cultural industries.

## What you will be expected to achieve

Students who successfully complete the programme will be able to:

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Gain a good overview of your intended master's programme;	All modules
A2	Develop initial understanding of its core precepts and practices;	All modules
A3	Develop your knowledge through reading from a selected range of key texts and when relevant scores and other music materials;	All modules
A4	Develop your knowledge through practising key skills in the relevant discipline;	All modules
A5	Demonstrate your knowledge and understanding of the field in ways appropriate to the subject of study, e.g. in writing, performance or other creative and practice-base modes;	All modules
A6	Understand, inform and shape their various practices (as administrators, managers, practitioners, policy makers	CCI modules

Code	Learning outcome	Taught by the following module(s)
	etc.) in response to contemporary and emergent developments in the cultural and technological sectors;	
A7	Understand the complex relationship between theory and practice within the development of cultural policy and its impact on cultural organisations in different cultural contexts;	CCI modules
A8	Understand the key interdisciplinary and cross sector elements that contribute to creating a physical and economic environment/infrastructure conducive to supporting and developing arts activity;	CCI modules
A9	Understand the relationship between the Cultural Sector and that of the Creative Industries.	CCI modules

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	To reason critically	All modules
B2	To develop an argument;	All modules
B3	To analyse and interpret a range of text types;	All modules
B4	To condense complex information in a concise way;	All modules
B5	To synthesise and apply information in a range of contexts;	All modules
B6	To interpret communication in a cross-cultural and intercultural environment;	All modules
B7	To develop a reflective approach to the development of their administrative and management practice;	CCI modules
B8	To reflect on the inter-relationship and inter-dependence of varying cultural organisations the state or commercial sectors;	CCI modules

## Subject specific skills and professional behaviours and attitudes

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	To research and deliver a seminar presentation, using OHPs and other facilities as required;	Compulsory modules
C2	To use the internet for purposes such as deciding on which university programmes to apply for, as well as in some research contexts;	Compulsory modules
C3	To speak, write and read the English language at a level suitable for postgraduate study in a British university;	Compulsory modules
C4	To carry out a substantial independent research project, making full use of library and resource facilities;	Compulsory modules
C5	To work cross-culturally;	Compulsory modules
C6	To interact with a range of academic staff as well as students in a socially and culturally appropriate manner;	Compulsory modules
C7	To demonstrate an understanding of different producing models of cultural organisations;	CCI modules
C8	To employ effective communication skills;	CCI modules
C9	To analyse strategic plans for a cultural organisation;	CCI modules
C10	To develop and employ learning strategies for the ongoing acquisition of skills and knowledge;	CCI modules
C11	To summarise arguments of varying degrees of complexity and to present summaries in written form, indicating key issues and priorities for more detailed consideration;	CCI modules
C12	To present systematically organised arguments orally to groups, and to defend them in critical discussion;	All modules

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	To structure and communicate ideas effectively both orally and in writing;	Compulsory modules
D2	To participate constructively in groups;	All modules
D3	To manage time;	All modules
D4	To work independently;	All modules
D5	To find information and use IT;	All modules
D6	To assess the relevance and importance of the ideas of others;	All modules
D7	To interpret and apply information in a range of contexts;	All modules
D8	To engage with complex and initially unfamiliar ideas in a competent manner;	All modules
D9	To communicate cross-culturally;	All modules

## How you will learn

The CALL and ICCE are committed to a diverse and stimulating range of learning and teaching methods that ensure the programme outcomes of each pathway are addressed rigorously. The programme provides a network of cross-referenced and cumulative knowledge delivered across the modules. This is further developed through your independent research and learning activities directed towards module assignments. You achieve the outcomes relevant to your pathway through the experience of interconnected teaching and learning strategies across these various elements of the programme, in both group and individual settings, which foster new understandings and further your existing skills.

The programme will combine a range of teaching methods and workshop-based practices, in accordance with the field of study. Students will demonstrate their learning in a variety of ways, such as through the development of a portfolio of practice, case- studies, photo-montages, etc. as relevant to the field of study.

### 1. Subject Knowledge and Understanding

The English language and academic skills development parts of the programmes will deliver the following learning outcomes:

## Reading/Writing

The programme combines the type of learning situations that students can expect to encounter in a British university i.e. lectures, seminars and tutorials, with those more familiar to the language-learning environment, such as group work, pair work, and lab work. The importance of Independent Study for purposes of both academic research and language practice is emphasised. Given the wealth of reading material that students will be required to familiarise themselves with, they will be introduced to a wide range of reading strategies, as well as being made aware that they can use their reading to familiarise themselves also with textual cohesion strategies in writing. In the pre-lecture textual analysis class, for example, students will learn to analyse texts for the structure of their argumentation, how paragraphs and sentences are linked, and for their general academic organising vocabulary as well as key vocabulary related to the conceptual content. Writing development will be seen as an ongoing and pervasive part of the programme, and students will be encouraged, and required to write in a range of different text types, notably summaries both from listening and reading, short opinion pieces, reflective writing, and researched essays

## Listening

Students will attend weekly lectures on the topic: Contemporary Theories. They will also attend a range of different classes/lectures/ activity types, depending on which pathway they are following. Students are thus presented appropriate challenges suitable to prepare them for their future studies. In the lecture follow-up class, students will work sometimes individually or in small groups and sometimes with the whole class reviewing their understanding of the principal concepts of the lecture, developing their note-taking abilities, and improving their language skills, especially vocabulary.

## Speaking

Students will attend and take part in a range of teaching and learning activities that will enable them to achieve the learning outcomes described above, including small group collaborative learning, task based learning, and whole group class work. Students are expected to make an active contribution in every class. Students will be taken through the stages of preparing a seminar presentation, and given the opportunity to present one to the rest of the class. When not presenting, students will be expected to ask appropriate questions or provide comments to the presenter. It will be emphasised that students should maximise their speaking opportunities outside of formal classes, and ideally keep a notebook for new vocabulary and expressions, how which expressions fit in which contexts, and generally develop their idiomatic as well as their formal registers.

## 2. Intellectual skills

Intellectual skills develop through the programme outlined above. Each module involves discussion of key issues, practice in applying concepts orally and in writing, analysis of conceptual material and feedback sessions.

### 3. Subject Specific skills

All students receive initial guidance on how to identify, locate and use materials available in the library and on-line. Guidelines for the production of coursework essays are given out at the start of the programme. Strategies for study through the relevant language skills are taught explicitly and practised extensively throughout the programme. Other practical skills are taught, as necessary, in the modules run by ICCE.

### 4. Transferable skills

All modules require written work and regular feedback on this is given to the student to develop their understanding and powers of expression. Skill D2 is developed through paired and group work including designating group leaders (on a rotating basis) to report back from discussions and through giving feedback to seminar presentations. Skill D3 is learnt through the management of time to meet various deadlines for submission of coursework. Skills D1 and D6 are developed in classes, seminars and tutorials, which rely on discussion and interaction, as well as presentations given by students. IT skills are developed through independent learning, and relevant learning resources support staff. Skills D7-D9 are germane to active engagement in the programme, and their general relevance will be stressed throughout.

## **How you will be assessed**

All skills discussed above will be taught and assessed at a level appropriate for the Pathways. 1 Subject knowledge and understanding

Summative assessment of the programme outcomes occurs across the four major components. Individual modules use the most effective and appropriate assessment method according to the topic, and context within the given pathway.

The methods are either:

1. a project portfolio that demonstrates ability to undertake a number of focused creative tasks with a short statement.
2. An essay that demonstrates ability to apply to a set task, conduct independent research, produce an academic argument that can be supported by evidence and examples.

3. oral presentations relating to the subject of your future studies demonstrating evidence of research supported by secondary sources.

The learning outcomes are achieved and demonstrated in their most extensive and comprehensive form in all of the components that comprise the individual pathway. The methods are:

### Reading/Writing

Students submit non-assessed written assignments on a regular basis. These will often be summaries, which test both reading comprehension and writing ability. At the end of each term they do an assessed summary and an essay. Similar assessed work is done in the interdisciplinary units also. The subject specific pathways require a range of assessment types as per the discipline concerned, and will make up 25% or 50% of the overall assessment as relevant. There is also an end of programme examination linked to the core EAP modules. The essay titles are based on specific purpose language work while the other reading and writing tasks conform to the assessment of use and understanding of English in tests such as the Cambridge/UCLES Certificate in Advanced English.

### Listening

Students do one assessed listening summary in each term and also a number of non-assessed assignments, which help students to develop their listening skills. There is also an end of programme examination linked to the core EAP modules. The content of the texts chosen for summary will link to the specific purpose language work, and a shorter listening task will test the general use and understanding of English as in standard testing tasks, used for example in the Cambridge/UCLES Certificate in Advanced English.

### Speaking

Students make one assessed class presentation at the end of each term, in both the core EAP and interdisciplinary modules. Non-assessed assignments will help them to develop their speaking and presentation skills. They will also help students to demonstrate their knowledge and understanding and develop their own opinions. Students will receive both general and individual feedback on their non-assessed work and presentations.

Formative assessment occurs in class discussion of tasks set, tutorial review of your progress, as well as written and oral feedback.

### Intellectual skills

The variety of assessment methods used, all place great emphasis on the student's ability to demonstrate the 'thinking' skills through the production of coherent written and oral responses, which are relevant to the tasks set.

### Practical skills

Assessment is by a range of module assignments, researched essays and presentations and by written, listening, and speaking examinations.

### Transferable skills

Effective communication of ideas is an important criterion in assessing all areas of a student's work, and the regular feedback as well as the final mark reflects this. Assessment is by a range of module assignments and are designed to assess a range of specific conceptual content. These include researched essays and presentations, as well as written and listening examinations. Oral skills are assessed by the student giving a 10 minute presentation to two interlocutors under exam conditions.

## Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Exceptional)	<p>Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.</p> <p><b>Addressing the Title</b> Shows excellent understanding of title giving appropriate attention to defining terms, setting parameters. Addresses question throughout with no irrelevance. Effective (review of issues in) conclusion.</p> <p><b>Support of and Critical Approach to Ideas</b> Supports all main ideas or points of the argument, with relevant examples and/or evidence. Includes adequate, appropriate referencing. Analyses rather than describes, and shows an ability to evaluate main issues comprehensively. Positions her/himself successfully within the argument.</p> <p><b>Organisation</b> A fully coherent essay which explicates the argument through logically related and clearly identified stages. There is a</p>

Mark	Descriptor	Specific Marking Criteria
		<p>strong introduction which outlines the aims and organisation and a conclusion. There is no unnecessary repetition and organisational lexis is used throughout.</p> <p>Accuracy Uses a wide range of complex sentence structures accurately and appropriately. Spelling is nearly perfect.</p> <p>Vocabulary and Style Communicates effectively and appropriately using a formal academic style and a wide range of academic and subject-specific vocabulary.</p>
70-79%	Distinction (Excellent)	<p>Represents the overall achievement of the appropriate learning outcomes to an excellent level.</p> <p>Addressing the Title Shows excellent understanding of title giving appropriate attention to defining terms, setting parameters. Addresses question throughout with no irrelevance. Effective (review of issues in) conclusion.</p> <p>Support of and Critical Approach to Ideas Supports all main ideas or points of the argument, with relevant examples and/or evidence. Includes adequate, appropriate referencing. Analyses rather than describes, and shows an ability to evaluate main issues comprehensively. Positions her/himself successfully within the argument.</p> <p>Organisation A fully coherent essay which explicates the argument through logically related and clearly identified stages. There is a strong introduction which outlines the aims and organisation and a conclusion. There is no unnecessary repetition and organisational lexis is used throughout.</p> <p>Accuracy Uses a wide range of complex sentence structures accurately and appropriately. Spelling is nearly perfect.</p>

Mark	Descriptor	Specific Marking Criteria
		<p><b>Vocabulary and Style</b>            Communicates effectively and appropriately using a formal academic style and a wide range of academic and subject-specific vocabulary.</p>
60-69%	Merit (Very good)	<p>Represents the overall achievement of the appropriate learning outcomes to a very good level.</p> <p><b>Addressing the Title</b>            As above but there may be slight lapses of focus in text.            Effective conclusion.</p> <p><b>Support of and Critical Approach to Ideas</b>            Is competent at supporting and referencing major points although there may be one or two weaknesses. Analysis is generally apparent though there may be insufficient depth in a few places, or a little too much description. Explores most of the major issues and makes a good attempt at evaluating them, and positioning her/himself.</p> <p><b>Organisation</b>            A coherent essay that successfully explicates the argument although sections could on occasion be more clearly identified or more logically related. Unnecessary repetition is generally avoided. Good use of organisational lexis.            Contains an appropriate introduction and conclusion.</p> <p><b>Accuracy</b>            Uses a wide range of complex sentence structures accurately and appropriately with only minor errors. Only minor errors in spelling also.</p> <p><b>Vocabulary and Style</b>            Communicates quite effectively and appropriately using a formal academic style and a reasonable range of academic and subject-specific vocabulary. Some errors may occur when using complex language but these do not impede understanding.</p>
50-59%	Pass (Good)	<p>Represents the overall achievement of the appropriate learning outcomes to a good level.</p>

Mark	Descriptor	Specific Marking Criteria
		<p><b>Addressing the Title</b> Addresses the title but there may be occasional irrelevance and/or lapses in the focus of the argument. Introduction or conclusion may need further development.</p> <p><b>Support of and Critical Approach to Ideas</b> Is generally competent at supporting and referencing but is not always thorough. Explores relevant issues, can analyse and evaluate but not consistently, or showing weakness in one area or another. May not position her/himself, or may not do so clearly.</p> <p><b>Organisation</b> Good attempt at organisation as above. Some sections could be more clearly identified or more logically related but this doesn't impede the argument. An introduction and conclusion are evident. Some use of organisational lexis. There may be some unnecessary repetition.</p> <p><b>Accuracy</b> Uses a good range of sentence structures with only a few errors. Some spelling errors may occur.</p> <p><b>Vocabulary and Style</b> Uses a good range of vocabulary in a generally appropriate style but occasional</p>
40-49%	Pass	<p>Represents the overall achievement of the appropriate learning outcomes.</p> <p><b>Addressing the Title</b> Some attempt evident to address title but held back by irrelevance and/or weak conclusion. Inappropriate length.</p> <p><b>Support of and Critical Approach to Ideas</b> Makes an attempt to follow academic notions of support and critical approach but sometimes falls down in terms of consistency, appropriacy, analytical skills, or length.</p>

Mark	Descriptor	Specific Marking Criteria
		<p><b>Organisation</b> Attempts to organise the essay into sections that identify and explicate the argument, although these may be difficult to identify or may be illogically related. Some use of organisational lexis and an attempt at an introduction and conclusion.</p> <p><b>Accuracy</b> Uses a satisfactory range of sentence structures and may contain errors. There may be frequent spelling errors.</p> <p><b>Vocabulary and Style</b> Uses a satisfactory range of vocabulary but may lack or misuse the appropriate language and subject-specific terminology. Errors sometimes impede understanding and the style may not be appropriate.</p>
25-39%	Fail	<p><b>30-39%</b> Represents an overall failure to achieve the appropriate learning outcomes.</p> <p><b>Addressing the Title</b> Title poorly addressed leading to lack of coherent focus. May resort to descriptive writing.</p> <p><b>Support of and Critical Approach to Ideas</b> There are a few signs that the student can support, reference, analyse, evaluate or position her/himself but these are undeveloped or inconsistent. The essay may be short due to such weaknesses.</p> <p><b>Organisation</b> Some attempt to organise the argument into sections, but unclear and illogical organisation results in unnecessary repetition and makes the argument difficult to follow. Little use of organisational lexis. Some difficulty in clearly identifying either an introduction or conclusion.</p> <p><b>Accuracy</b> Uses an inadequate range of sentence structures, contains several errors and spelling is weak.</p>

Mark	Descriptor	Specific Marking Criteria
		<p><b>Vocabulary and Style</b>            Uses a limited range of vocabulary. Errors are clearly evident and frequently impede understanding. There may be noticeable inconsistencies in voice.</p>
10-24%	Bad fail	<p>0-29%            Represents a significant overall failure to achieve the appropriate learning outcomes.</p> <p><b>Addressing the Title</b>            Failure to address title. No coherent development. Support of and Critical Approach to Ideas</p> <p><b>and Critical Approach to Ideas</b>            Fails to support and reference ideas or work within academic conventions. The essay is not analytical or points are not explored. It may be very short as a result of such weaknesses.</p> <p><b>Organisation</b>            An incoherent essay that fails to use any organisational principles, such as an introduction, sections, a conclusion or organisational lexis, to explicate the argument.            Excessive repetition.</p> <p><b>Accuracy</b>            Uses a poor range of sentence structures. Inaccurate spelling is a problem.</p> <p><b>Vocabulary and Style</b>            Lacks the necessary appropriate vocabulary/style for academic writing and makes very frequent errors.</p>
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 module must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

## How the programme is structured

This programme takes place over an academic year. Most of the delivery takes place in the Autumn and Spring terms (eleven weeks each, with a 'reading' week to devote to assignments in week 6). At the beginning of the Summer term, time is devoted to exam preparation and final tutorials. The examination normally takes place towards the end of May/beginning of June. There may be other activities going on in the University that students can make use of, such as the fine art and design department degree shows, as well as a number of other departmental activities, which the subject specific tutors can alert students to. The programme of study includes 2 compulsory modules in English for Academic Purposes; an interdisciplinary module relevant to a range of programmes at Goldsmiths, and two subject specific modules, at least one of which must relate to the intended future degree.

The 2 core EAP modules are assessed by coursework and an examination comprising 3 unseen papers and an Oral examination. The remaining modules are assessed via a variety of methods which include, for example, essays and reflective journals. The programme has a total of 4 modules which are weighted at 25% each. The pass mark is 40% and a pass in all modules must be achieved. Progression to an MA in the Institute of Creative and Cultural Entrepreneurship (ICCE) is subject to interview and achieving an overall mark of 50%.

CALL and ICCE have a good record of managing programmes for International students, which have been in operation since 1993. Central co-ordination and overview of the programmes, as well as personal tutoring of the students will be undertaken by the Centre. Programme Convenors/Personal tutors will also offer group tutorials and one-to-one tutorials where necessary.

## Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Contemporary Theories	LS61001C	30	6	Compulsory	1,2
Academic Writing and Language Development	LS61002B	15	6	Compulsory	1-2-3
Academic Listening & Speaking	LS61003A	15	6	Compulsory	1-2-3
Images and their Interpretations	LS61004A	30	6	Compulsory	1,2
Introduction to Arts Administration & Cultural Policy	IC61002B	15	6	Compulsory	1

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Creative & Cultural Industries	IC61001B	15	6	Compulsory	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**

The majority of students who study for the Graduate Diploma in Creative and Cultural Industries normally proceed to Postgraduate programmes within the University.

## **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](#).