

# MA Brands, Communication and Culture

## 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:** MA Brands, Communication and Culture

**Name of Interim Exit Award(s):**

Postgraduate Certificate in Brands, Communication and Culture

Postgraduate Diploma in Brands, Communication and Culture

**Duration of Programme:** 1 year full-time or 2 years full-time

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

**HECoS Code(s):**

(100444) Media and Communication Studies 60%

(100505) Sociology 40%

**QAA Benchmark Group:** Not applicable

**FHEQ Level of Award:** Level 7

**Programme accredited by:** Not applicable

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

**Home Department:** Media, Communications and Cultural Studies

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

Sociology

## Programme overview

This exciting degree offers you the opportunity to study one of the major areas in contemporary media and communications – branding. The programme introduces you to the variety of ways in which brands are developed and used, and helps you to understand how the growth of branding – in business, but also in politics, government, sport and culture – has changed the societies we live in.

## Programme entry requirements

Applicants will normally be expected to hold a good first degree in a relevant subject area, and non-native speakers of English will be expected to possess an IELTS score of 6.5, or equivalent. However, consideration may also be given to students without an academic

background in a relevant subject area if they have professional experience in this area or are able to demonstrate their ability and commitment to the pursuit of a programme of rigorous academic study.

## **Aims of the programme**

The MA Brands, Communication and Culture aims to provide students with an in-depth understanding of the history and development of branding, and a comprehensive knowledge of its current scope and key features. Students on this programme will learn about themes and debates at the forefront of contemporary brand development, from the perspective of both academics and practitioners. The MA seeks to put current uses and practices of branding into a wider social, economic and cultural context, and to enable students to make informed contributions to both practice and criticism. The optional modules have been selected in order to complement and strengthen the core focus, by allowing students to engage at a high level with issues of political economy, consumer culture, the study of media audiences and economic sociology, among others.

The MA also seeks to equip students with specific skills that will provide opportunities for career enhancement. Students will develop critical and cognitive skills in analysing and interpreting developments in branding, and practical skills in applying their knowledge and insights to new areas and projects. The MA should enable students to conduct further research of their own in this area (for example at PhD level), and provide them with both the knowledge and skills to pursue careers related to branding, marketing, public communication and research. The MA seeks to serve both sets of career trajectory by offering a careful balance of theory and practice, a wide range of optional courses that allow students to develop their own interests and trajectories, and by keeping at its heart a focus on the deepening of students' intellectual engagement with the social, economic and political issues that make branding so central to contemporary societies.

## **What you will be expected to achieve**

Postgraduate Certificate in Brands, Communication and Culture:

The programme learning outcomes require students to develop knowledge and skills enabling them to explain and critically analyse the contemporary organisation and practice of branding. Students at this level may not have taken optional modules, and will not normally have produced a dissertation, and are not therefore required to demonstrate skills in the initiation and development of new projects or in the application of other areas of study to the analysis or practice of branding.

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A systematic and in-depth understanding of the history of branding, and the social, political and cultural factors that have influenced its development.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates
A2	A comprehensive understanding of different theoretical models that have been developed to explain the significance of branding, and the ability to evaluate these critically and creatively.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates
A3	An awareness of key current debates within brand development and brand management, from the perspective of both branding professionals and academics.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates
A4	The ability to evaluate these debates critically, using appropriate evidence and reasoning.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	A high degree of critical reasoning and significant independence of thought.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Options
B2	The ability to develop and structure complex arguments, and communicate these with clarity in written and verbal form.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Options

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Understanding of intellectual and practical concerns that underpin research on brands; ability to contribute to this research through use of appropriate skills and resources.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	The capacity to undertake independent research in one or more of the areas covered by the programme to a high standard.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Options

Postgraduate Diploma in Brands, Communication and Culture:

The programme learning outcomes require students to develop knowledge and skills enabling them to explain and critically analyse the contemporary organisation and practice of branding. Students will normally have taken both compulsory modules, plus either optional modules or a dissertation. For this reason they will be expected to demonstrate the ability to apply insights from other areas of study to the analysis or practice of branding (A5).

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A systematic and in-depth understanding of the history of branding, and the social, political and cultural factors that have influenced its development.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Dissertation
A2	A comprehensive understanding of different theoretical models that have been developed to explain the significance of branding, and the ability to evaluate these critically and creatively.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Dissertation
A3	An awareness of key current debates within brand development and brand management, from the perspective of both branding professionals and academics.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Dissertation
A4	The ability to evaluate these debates critically, using appropriate evidence and reasoning.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Dissertation
A5	An in-depth understanding of one or more related areas of study in communications or sociology, and the ability to explain how these areas relate to the development of branding.	Options; Dissertation

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	A high degree of critical reasoning and significant independence of thought.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Options; Dissertation
B2	The ability to develop and structure complex arguments, and communicate these with clarity in written and verbal form.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Options; Dissertation

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	An understanding of the intellectual and practical/ professional concerns that underpin contemporary research on brands and branding, and the ability to contribute to this research through the use of appropriate research skills and resources.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Dissertation

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	The capacity to undertake independent research in one or more of the areas covered by the programme to a high standard.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Options; Dissertation

MA Brands, Communication and Culture:

The programme learning outcomes require students to develop a body of knowledge, and a set of cognitive skills enabling them to explain and critically analyse the contemporary organisation and practice of branding. Students are required to develop skills that will enable them to contribute to this body of knowledge, but which will also be of use in a broader range of professional contexts.

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A systematic and in-depth understanding of the history of branding, and the social, political and cultural factors that have influenced its development.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Dissertation
A2	A comprehensive understanding of different theoretical models that have been developed to explain the significance of branding, and the ability to evaluate these critically and creatively.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Dissertation
A3	An awareness of key current debates within brand development and brand management, from the perspective of both branding professionals and academics.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Dissertation
A4	The ability to evaluate these debates critically, using appropriate evidence and reasoning.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Dissertation
A5	An in-depth understanding of one or more related areas of study in communications or sociology, and the ability to explain how these areas relate to the development of branding.	Dissertation; Options

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	A high degree of critical reasoning and significant independence of thought.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Dissertation; Options
B2	The ability to develop and structure complex arguments, and communicate these with clarity in written and verbal form.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Dissertation; Options

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	An understanding of the intellectual and practical/ professional concerns that underpin contemporary research on brands and branding, and the ability to contribute to this research through the use of appropriate research skills and resources.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Dissertation
C2	The ability to apply knowledge acquired across the programme to new examples and practical projects.	Dissertation; Options

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	The capacity to undertake independent research in one or more of the areas covered by the programme to a high standard.	Branding I: History, Contexts and Practice; Branding II: Key Themes and Debates; Dissertation; Options
D2	The ability to initiate new projects and take responsibility for seeing these through to completion.	Branding II: Key Themes and Debates; Dissertation

## How you will learn

The first set of learning outcomes will be supported through weekly lectures and seminars on both compulsory and optional modules, and through the assessment methods set out below. Students will be expected to read at least one short article ahead of each lecture-seminar, but will be strongly encouraged to conduct further reading of their own, and to share their insights with other students in seminar discussions. Lectures and seminars will provide an opportunity for students to clarify their understanding of particular themes and topics. Seminars will also include tasks that ask students to discuss, analyse and critically assess different models and perspectives; in this way, seminars also support the second set of learning outcomes, namely skills in critical reasoning, and in the development and communication of complex arguments. These tasks will also provide students with an opportunity to rehearse skills that will be used in the formal assessments. Weekly office hours held by core teaching staff will offer students the possibility of one-to-one meetings with tutors, enabling further consolidation and clarification of the knowledge and

understanding, and subject skills, acquired through lectures, seminars and independent study.

The second, third and fourth sets of learning outcomes will be supported above all through the structured learning activities described above, and tested through the assessment methods outlined below. In addition, seminars on the second compulsory module will include tasks that require students to conduct independent research of their own and to present their findings to other students. These tasks (for example researching a brand in relation to themes raised in lectures, preparing developed research proposal for Milestone II) will serve as preparation for the dissertation components of the programme, and will particularly support the fourth set of learning outcomes: the development of transferable skills, such as undertaking independent research and initiating new projects. The dissertation is seen as the culmination of the degree and requires students to devise their own project, conduct independent research and bring together both knowledge and skills in pursuing the project to its conclusion.

The optional modules will further enable students to acquire and demonstrate key learning outcomes. In particular, the optional modules will contribute to the development of the first and third sets of learning outcomes: knowledge of the social, political and cultural factors that have influenced the development of branding; knowledge of related areas of study in communications and sociology; skills of critical reasoning and evaluation; and the ability to apply knowledge from across the programme to new examples and to the formulation of practical projects.

Throughout the programme, students will be encouraged to make use of the support provided by the Learning Resources team, subject librarians and the English Language Centre. These will be introduced to students as part of the first compulsory module, and will provide an important ongoing resource as they develop greater independent research capacities over the course of the programme.

## **How you will be assessed**

Assessment of programme outcomes will be through a combination of assessed essays, a dissertation and presentations. The final two learning outcomes (undertaking research and initiating new projects) will be assessed most directly in the dissertation, although independent research and learning is encouraged throughout the degree (see Learning and Teaching Methods, above).

For the compulsory components of the degree, students will be formally required to produce:



- Assessments of 5000-6000 words in length for each compulsory module. These assess the first and second sets of learning outcomes in particular: knowledge and understanding, and cognitive/thinking skills such as critical reasoning, structuring arguments and working independently.
- A short presentation of the developed research proposal / Milestone II assesses knowledge and understanding and the ability to apply this in a practical way (second compulsory module only). This assesses the first, third and fourth sets of learning outcomes.
- A dissertation (of between 12,000 and 15,000 words). This assesses all of the learning outcomes: it requires students to demonstrate knowledge, understanding and critical reasoning, but also to initiate a new project, to work independently and conduct new research, to apply knowledge acquired across the programme and to contribute to ongoing research in one of the main areas of the programme. The dissertation may be based on work experience in a relevant organisation, but students may also choose to investigate a thematic issue in more depth.

For the optional modules, assessment will vary depending on specific combinations of modules chosen, but it is likely to include:

- One assessed essay (in the form of a seen examination or coursework) of 5000-6000 words in length for each optional module. As above, these will assess both knowledge/understanding (of key themes and debates covered in the module) and skills such as critical reasoning, structuring arguments and working independently.
- For some optional modules (e.g. Screen Cultures) assessment may comprise up to three shorter assignments in place of one longer assignment.

## Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	Awarded when a candidate satisfies the requirements for a Distinction, but to an outstanding degree. Such work may be of publishable quality and will make a significant contribution to debate within the field.
70-79%	Distinction	Awarded when the assessed work demonstrates the application of appropriate knowledge, understanding and skills specified in the Learning Outcomes of the module to a very effective extent. The work will show evidence of extensive relevant reading and an impressive grasp of the current major issues in the field. This knowledge will have been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence will demonstrate

Mark	Descriptor	Specific Marking Criteria
		sophisticated reasoning, with clear awareness of issues of methodology and evidence, and will be particularly clear, focused and cogent.
60-69%	Merit	Awarded when the assessed work demonstrates the application of appropriate knowledge, understanding and skills specified in the Learning Outcomes of the module to an effective extent. The work will show consistency and fluency in discussing and evaluating evidence and theories drawn from a wide range of sources. The candidate will demonstrate the ability to relate their reading to the topic, and will clearly have understood and assimilated the relevant literature.
50-59%	Pass	Awarded when the assessed work demonstrates the application of appropriate knowledge, understanding and skills specified in the Learning Outcomes of the module to a satisfactory extent. There is clear evidence of knowledge and understanding, but there may be limited development of ideas, critical comment or methodology. Within these limitations there will be an indication that the candidate has grasped fundamental concepts and procedures from the module.
30-49%	Fail	Awarded when the candidate demonstrates an unsatisfactory application of appropriate knowledge, understanding and skills specified in the Learning Outcomes of the module.
10-29%	Bad fail	Awarded when the candidate demonstrates an unsatisfactory application of appropriate knowledge, understanding and skills specified in the Learning Outcomes of the module.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
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

Attendance at all lectures and seminars is mandatory. In order to gain an MA, students are required to pass two compulsory modules, optional modules to a value of 60 credits and a dissertation. The compulsory modules will be worth 30 credits each, the options modules will be to a total value of 60 credits, and the dissertation will be worth 60 credits.

Students are required to take two compulsory modules. The first of these, Branding I: History, Contexts and Practice, is a formal lecture-seminar programme providing an in-

depth overview of the history and development of branding, and explaining the major elements of its practice and organisation. The second compulsory module, Branding II: Key Themes and Debates, is also based on the lecture-seminar model, but takes a more thematic approach to brand development and introduces students to ongoing areas of debate, including different conceptions of brand value, the emergence of branded media content, the impact of globalisation and the issue of corporate social responsibility (see attached module proposal documents for further details). The proposed series of talks from visiting speakers will be scheduled to coincide with compulsory module teaching, and to complement the formal learning for a particular week with an appropriate external speaker.

Students are required to take optional modules to a value of 60 credits from a choice of modules in the departments of Media, Communications and Cultural Studies, and Sociology. These are chosen in order to offer students the potential to create 'routes' for their intellectual development, although such routes will not be compulsory. The currently offered optional modules listed below have been clustered together to indicate potential routes in (1) Political Economy and Political Communication; (2) Media and Communications (3) Economic Sociology and Consumer Culture; and (4) Cultural Theory and the Cultural Industries.

The list of available options may vary depending on staff availability and timetabling, but the overall aim is that the choice of options will allow students to explore in greater depth, and in a systematic way, some of the social, political, economic and cultural contexts for branding. It is hoped that the MA will also be able to incorporate, in due module, options from the Design department and from the Institute of Creative and Cultural Entrepreneurship (ICCE). These will facilitate an additional route for students from practical and/or creative backgrounds wishing to further develop their creative practice alongside a programme of study that deepens their understanding of the economic, media and professional context in which creative work now takes place.

All students are required to produce a dissertation. Individual tutors are assigned in the autumn term, and students are expected to meet with their tutors before the end of that term. This is followed by a structured series of one-to-one meetings throughout the spring term and into the summer term, in which students discuss research methods, ways of accessing relevant material, structuring drafts and other related topics.

Full-time students are required to take one compulsory module and two optional modules each term, and to produce their dissertation between the end of the spring term and the end of August. Part-time students take one compulsory module per term in their first year, and may decide in collaboration with the module convenor whether to take all optional modules in the second year, or whether to take one in the spring term of the first year.

## Progression requirements

Full-time students take the programme over one calendar year. Part-time students take the module over two calendar years. Formal teaching takes place in the autumn term (eleven weeks) and spring term (eleven weeks). The summer term is designed for revision, assessment, and for intensive dissertation preparation.

In order to complete their first year, part-time students need to successfully complete the two compulsory modules in their first year. They may decide in collaboration with the module convenor whether to take one of the optional modules in the second term of their first year. Normally part-time students will take optional modules in the second year, and complete their dissertation at the end of that year.

Module Title	Module Code	Credits	Level	Module Status	Term
Branding I: History, Contexts and Practice	MC71110A	30	7	Compulsory	1
Branding II: Key Themes and Debates	MC71111B	30	7	Compulsory	2
Students are required to take optional modules to a value of 60 credits from a choice of modules in the departments of Media, Communications and Cultural Studies, and Sociology	Various	60	7	Optional	2
Dissertation	MC71112C	60	7	Compulsory	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**

The Department of Media, Communications and Cultural Studies has a strong record of employment prospects for its graduates. Graduates from other postgraduate programmes in the department have won numerous awards for their practice work, and have gone on to a variety of jobs: some in the media industries, some in professional fields less directly related to the media, and some into further academic research.

MA Brands, Communication and Culture graduates can expect to enter a wide range of careers, but two particular trajectories are anticipated. First, the programme will equip students seeking professional development with the knowledge and skills necessary to pursue (or enhance) careers related to branding, marketing and promotion, as well as other related communications roles. Such students will be encouraged to seek work experience in relevant institutions during the programme, although these will not be compulsory and will not be organised by Goldsmiths. Students will also be encouraged to develop specialist ‘routes’ (if they so wish) via their choice of optional modules. The compulsory modules on the programme will be supplemented with regular talks from visiting speakers; these will enable students to make relevant industry contacts and to gain an understanding of how their degree can be used in a professional context.

Second, the programme will equip students seeking to conduct further research (for example at PhD level or in other research roles) with an in-depth and high-level understanding of current academic debates about branding in particular, and related areas such as economic sociology, political communications and media and cultural theory more broadly. Students in this category will also benefit from a programme with a substantial research component, and from the exceptional research environment offered by the departments of Media, Communications and Cultural Studies, and Sociology, in particular.

## **The requirements of a Goldsmiths degree**

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 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. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

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

## Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

## Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

## Classification

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

- Distinction – 70%+
- Merit – 60-69%
- Pass – 50-59%

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

## Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits 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**

To successfully complete the Postgraduate Certificate, students will need 60 CATS points. These may come from the two compulsory modules of the programme, or from one compulsory module and one or more of the optional modules. To successfully complete the Postgraduate Diploma, students will need 120 CATS points, which includes both compulsory modules (excluding the dissertation).

## **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](#).