Goldsmiths
UNIVERSITY OF LONDON

Integrated Degree BA Media and Communications / BA Promotional Media / BA Journalism
Programme Specification

Awarding Institution:
University of London (Interim Exit Awards made by Goldsmiths' College)
Teaching Institution: Goldsmiths, University of London
Final Award: Foundation Certificate in Media and Communications
or progression to BA (Hons) Media and Communications / BA Promotional Media / BA Journalism
Programme Name:
Integrated Degree in Media and Communications / Promotional Media / BA Journalism (with foundation year)
Total credit value for programme: 120 credits
Name of Interim Exit Award(s): Not applicable
Duration of Programme:
1 year full-time (Foundation Certificate) + 3 years full-time (undergraduate degree)
UCAS Code(s): PP39
HECoS Code(s): (100444) Media and Communication Studies
QAA Benchmark Group: Media and Communications
FHEQ Level of Award: Level 3 (Foundation Certificate), Level 6 (undergraduate degree)
Programme accredited by: Not applicable
Date Programme Specification last updated/approved: January 2025
Home Department: Media, Communications and Cultural Studies
Department(s) which will also be involved in teaching part of the programme:
Not applicable

Programme overview

This is a one-year, level 3 programme at Goldsmiths. According to their choice of pathway, successful students who achieve an overall average mark of 60% are able to progress to year 1 (level 4) of one of the following three-year programmes:

BA (Hons) Media & Communications.

BA Promotional Media

BA Journalism

By bringing together media practice and communications theory, this foundation course covers a broad spectrum of critical perspectives on the media and introduces a range of contemporary media practices.

The educational aims of this programme are informed by the Department's focus on the study of creative, cultural, and social processes and its approach to combining theory and practice. It has been planned enthusiastically endorsing the College's commitment to broadening access to higher education, thereby offering an educational opportunity, specifically in the media, to people of all ages, social backgrounds, and ethnic origin.

The main purpose of the programme is to offer an exciting, challenging scheme of study that encourages reflection on the relationship between theory and practice and provides students with a sound intellectual and creative foundation to facilitate their progression to Level 4 undergraduate study.

The programme aims to:

- develop the knowledge and skills relevant to pursuing further academic study in the study of media and communications
- introduce you to the scope and complexity of the study of media and communications
- provide you with a knowledge of both theoretical and creative approaches to media and communications
- provide a supportive learning environment which responds to the needs of people returning to study
- encourage lifelong learning through the acquisition and development of independent learning styles

The Department provides personal tutoring that is consistent, equitable, structured and proactively supportive of students' academic progression. Guided by the College's personal tutor policy, a team of four senior tutors support personal tutors in meetings with tutees, who are offered three meetings per year, one per term. These meetings use personal development and progress forms to provide students with structured opportunities to reflect on their learning progression, set goals and identify areas for improvement. In addition, personal tutors make themselves available to students seeking advice with routine academic concerns and pastoral issues.

The Department is committed to the College's 'Liberate My Degree' strategy and is determined to develop a diverse and inclusive curriculum that incorporates the interests and concerns of a diverse student body. We want to learn from students themselves and, in our module evaluation forms, we invite students to identify examples of diversity and inclusivity

in each module and suggest how our teaching and learning materials might be improved. This process is overseen by the Department's Learning and Teaching Committee, a dedicated Anti-Racist Committee (ARC) and an ongoing process of curriculum review.

A copy of our teaching code of practice (produced by ARC) is available on all programme and module VLE pages; we believe that an open, supportive environment, based on care, trust and communication is one of our best defences against discrimination in our teaching and learning environments. This code is supplemented by the college's *Inclusive and Accessible Pedagogy* guidelines, and the *Reasonable Adjustment Support Agreements* (RASAs) that underpin our care for students with disabilities and learning differences.

Programme entry requirements

As part of Goldsmiths commitment to widening participation, there are no formal entry requirements. However, if the candidates first language is not English, we ask for 6.0 IELTS.

Selected candidates are interviewed on the strength of the personal statement, reference, and any existing qualifications.

Programme learning outcomes

The following learning outcomes are designed to facilitate progression to Level 4 (Year 1 of undergraduate study).

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a foundational understanding of theories of society, culture and communication, drawing on sociological and cultural disciplinary traditions including media ownership and control, media audiences, representational power, the impact of journalism and the formation of cultural studies as an academic discipline	An Introduction to Media and Cultural Theory (throughout the programme)
A2	Show insight into the historical development of the media's relationship to democracy	An Introduction to Media and Cultural Theory (specifically sessions 1 and 2: Media & Society)
A3	Critically assess visual images using an understanding of semiotics	An Introduction to Media and Cultural Theory (specifically

Code	Learning outcome	Taught by the following module(s)
		sessions 9 & 10: Barthes and semiotics)
A4	Demonstrate the creative ability to create a portfolio of practical media in each of the practice areas of the programme	TV, Radio, Animation, Photography, Writing for the Media,

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Research issues and debates using a range of sources	An Introduction to Media and Cultural Theory
B2	Analyse and evaluate different views and debates within the field	An Introduction to Media and Cultural Theory
B3	Deploy textual analysis.	An Introduction to Media and Cultural Theory

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate the confidence to work independently to deadline in the preparation and production of media projects and research and writing of academic work in each of the practice areas of the programme	Practice modules: photography, animation, television, radio, Writing for the Media,
C2	Deploy technical skills in the initiation, research, development, and realisation of media projects in each of the practice areas of the programme	Practice modules: photography, animation, television, radio, Writing for the Media,
C3	Synthesise appropriate creative skills to produce original media content to a defined audience	Practice modules: photography, animation, television, radio, Writing for the Media,

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Reveal effective written skills in the formulation, structuring and presentation of clear arguments	Study Skills classes ('Learning to Learn' sessions)
D2	Work with others in critical discussion about the creative process	An Introduction to Media and Cultural Theory; practice workshops

Code	Learning outcome	Taught by the following module(s)
D3	Demonstrate interpersonal skills in the giving and receiving of criticism	One to one tutorials; An Introduction to Media and Cultural Theory; practice workshops
D4	Deploy the study skills necessary for academic writing.	Study skills sessions

Grading Criteria

Mark	Descriptor	Specific Marking Criteria

| 80-100% | Outstanding/ Exceptional | 90 - 100% Theory criteria: This range of marks is awarded to a submission which is outstanding on all counts. The submission should demonstrate the candidate's initiative in drawing upon relevant sources outside of reading lists, and in doing so should also indicate a cross-disciplinary understanding of the issues under debate. The submission should incorporate a diverse range of theoretical concepts and indicate a high level of understanding and critical analysis. The response should be extremely well structured and written in consistent academic style, marshalling detailed material and ethnographic evidence. It should generally demonstrate a high degree of insight, and reflexivity. Essays will be thoroughly and correctly referenced, with complete in-text citations and references and/or bibliography.

Practice criteria:
Work of outstanding overall quality at Foundation Certificate level. It will show the highly effective application of appropriate knowledge and skills and will consist of a sharply original and ambitious project/portfolio which has achieved its goals with an impressive level of technical skill in relation to the experience of the student. It will have been well researched and planned and exhibit a clear critical awareness of the medium. The student has worked to the deadline set.

80-89% Theory criteria:
This range of marks is awarded to a submission which indicates an advanced grasp of the issue, and a detailed understanding of the subject under review. The response should be extremely well structured and coherent, and written in a fluid style with few or no spelling or grammatical mistakes. It should demonstrate an advanced grasp of diverse range of relevant issues, arguments, and theoretical perspectives. The essay should demonstrate a level of independent and critical thinking, as well as use of critical analysis and the development and deployment of arguments, material evidence and ethnographic examples. Essays will also be thoroughly and correctly referenced, with complete in-text citations and references and/or bibliography.

Practice criteria: is work of excellent overall quality at Foundation Certificate level. It will show the highly effective application of appropriate knowledge and skills and will consist of a distinctly original and ambitious project/portfolio which has achieved its goals with a high level of technical |

		skill in relation to the experience of the student. It will have been well researched and planned and exhibit a critical awareness of the medium. The student has worked to the deadline set.
70-79%	Very Good	**Theory criteria:** This award is assigned to a submission which indicates a mature and accurate grasp of the issue, and a broad understanding of the subject under review. The response should be well structured and coherent, and written in a fluid style. It should be well argued, indicating an understanding of relevant theoretical perspectives and demonstrate use of appropriate, referenced, detailed examples. It will show clear evidence of research/planning. Overall, the essay will be fluently written, with clarity, focus and coherence. It will demonstrate clear evidence of critical argumentation and analysis. Essays will also be thoroughly and correctly referenced with a complete and properly organised bibliography. **Practice criteria:** Work of very good overall quality at Foundation Certificate level. It will show the effective application of appropriate knowledge and skills and will consist of an original and ambitious project/portfolio which has achieved its goals with a good level of technical skill in relation to the experience of the student. It will have been well researched and planned and exhibit a critical awareness of the medium. The student has worked to the deadline set.
60-69%	Good	**Theory criteria:** This award is assigned to a submission which is overall a very competent piece of work. The work will focus on the question and provide a clear answer. It will show a good level of knowledge and understanding of relevant module material; and show evidence of a critical engagement with a range of reading. It will demonstrate the ability to use ideas from the reading to support and develop arguments and use relevant examples. It will make relevant use of both theory and ethnography. The essay will be well written, detailed and provide relevant examples. It will demonstrate identification and grasp of appropriate concepts and theories. It will show evidence of research/planning and demonstrate a logical and coherent argument. The essay should also demonstrate the ability to develop the writer's own thoughts and arguments and should contain little or no material that is irrelevant to the

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		subject under discussion. It will demonstrate selective use of research material and be referenced with a complete and properly organised bibliography. Practice criteria: Work that overall achieves a good standard. It will demonstrate overall the effective application of appropriate knowledge and skills. The work will have achieved the majority of its goals and will show a degree of originality and ambition with a good level of technical competence in relation to the experience of the student. It will show evidence of research and planning and demonstrate a critical awareness of the medium. The student has worked to the deadline set.
50-59%	Pass	Theory criteria: A pass mark is awarded to a satisfactory piece of work that addresses and remains focused on the question posed. It will demonstrate that relevant basic reference texts and module materials have been read and understood. It will make use of ethnographic examples. It will be reasonably well structured and coherently presented. It will have at least a partial/complete bibliography and in-text citations. It will show some evidence of research/planning and there should be some coherence and substance to the argument. At the lower end of the grade range essays may be too descriptive or generalised, be lacking in a clear analysis, or indicate a lack of personal engagement with the issue at hand. They may also show limited knowledge and understanding of module materials, lack relevant ethnographic examples, may be weakly structured, poorly argued or analysed, and demonstrate little originality or ambition, but will show some evidence of reading and comprehension. Essays at the lower range of the scale may also be poorly presented, have inadequate in-text citations and references and/or bibliography, or demonstrate poor research or planning skills. Practice criteria: Work of a satisfactory standard. It will demonstrate an overall satisfactory application of knowledge and skills. It will show degrees of originality and ambition and the achievement of its primary goals. Technically it will be competent in quality and with successful structure. It will be based on a degree of research and planning and exhibit some critical awareness of

		the medium. The student has worked to the deadline set.
31-49%	Fail	**Theory Criteria:** This mark is assigned to submissions with little content or evidence of reading relevant literature. The topic of the question may not be addressed at all, or the submission fails to answer or understand the question set. Essays may be short, irrelevant material may be included and the candidate may rely on personal opinion. An overall argument may be absent. The essay may be short and thin, scrambled, in bullet points or outline, demonstrating little knowledge of the subject matter. What is written may have little connection to the subject under discussion and may contain factual errors. At the higher end of the marking range, submissions may be entirely descriptive and lacking in analytical skills, display weak writing and be missing in-text citations, references and/or bibliography. The technical standard, content and structure may be weak. There will be little or no evidence of research/planning nor critical awareness. **Practice criteria:** Work of an overall unsatisfactory standard. Little ambition and originality is demonstrated. It is likely that its goals will not have been achieved to a satisfactory extent and its level of technical competence will range from adequate to poor with a weak structure. It will show evidence of a lack of research and planning and indicate little understanding of its medium. The student might not have met the deadline set.
16-30%	Bad fail	**Theory criteria:** This mark is assigned to submissions that suggest some rudimentary understanding of the issues concerned. Essays or portfolios are likely to provide no evidence that the candidate would have been able to answer the question better with more time or through a different form of assessment. They may have virtually no content or essay structure and lacking in supporting ethnographic data; they are difficult to follow and/or incoherent.
1-15%	Very bad fail	A submission that is not a complete script or portfolio or not deemed to be a legitimate submission to pass in any way whatsoever. The submission may be so short as to not qualify as an argument; it may contain just a few sentences, and these may be wholly irrelevant.
0%	Non submission or plagiarised	This mark is assigned either as a consequence of a failure to submit or to a partially or wholly plagiarised submission.

Mode of study

On campus.

How you will learn

The acquisition of outcomes A1 – A4 is through one weekly lecture and seminar so that knowledge gained through reading and lectures may be reinforced through seminar discussion, screenings, and debate. Lectures are intended as an introduction to a topic, highlighting key questions and theorists. Students need to consolidate their lecture notes by their own independent reading and research. Creative knowledge and skills are acquired through introductory five-day courses in each practice module; throughout, students are encouraged to reflect on their creative process alongside their understanding of connected theory.

Guidance is given on essay writing skills and tutorial support is allocated formally once a week through study skills classes and informally in weekly office hours. Throughout the first term, the Theory module requires you to complete a range of unexamined coursework tasks and essays, prior to the submission of your first examined essay in the second term. This means you are given the opportunity for your progress to be assessed, and to obtain feedback and guidance on your development, before submitting work that will contribute toward your final overall grade.

The acquisition of skills and attributes B1–B3 are achieved by full participation in the structured learning activities and completion of the module and examined work that will involve independent study. Students will receive feedback from tutors throughout the programme in one-to-one tutorials, seminars and written feedback will be given on submitted coursework.

The acquisition of C1-C3 is through small-group practice-based workshops and reinforced through the preparation and production of media projects. You have contact with practice staff and feedback is given throughout the practice learning process.

Assessment of outcomes D1-D4 is by one seen written examination, two examined essays and media practice production and production essay. In the first term, one-to-one tutorials are scheduled every two weeks with a dedicated personal tutor, who is also available on request outside of these hours. Throughout the year, tutorial support is always available to advise students on their progress in both theoretical and practice-based activities.

How you will be assessed

All learning skills will be assessed across a range of activities that include:

1. Two coursework tasks and two coursework essays (unexamined)
2. Two examined essays
3. One seen examination paper (two questions)
4. A portfolio of practice work together with a reflective production essay

Programme structure

The programme is available for full-time study over one year, in which you take modules to the value of 120 CATS. Students must successfully pass all modules to gain the Foundation Certificate in Media and Communications. The modules are composed of 60 CATS in media theory and 60 CATS in media practice.

To gain 60 CATS in media theory, the student's marks in the two examined essays are added to the marks given for two examination question marks and an average mark is awarded. The pass mark is 50% and above. However, an average mark of 60% or above is necessary for progression to BA Media and Communications.

Each of the practice areas is assessed at 15 CATS. Students must complete a media production for each 15 CATS module accompanied by production notes. The pass mark is 50% and above. However, an average mark of 60% or above is necessary to progress to BA Media and Communications.

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Media Theory	MC50004D	60	3	Compulsory	1-2
Photography	MC50006A	15	3	Compulsory	2
TV & Video	MC50007A	15	3	Compulsory	2
Radio	MC50008A	15	3	Compulsory	1
And					
BA Media and Communications pathway					
Video Animation	MC50009A	15	3	Compulsory	2
BA Promotional Media / BA Journalism pathway					
Writing for the Media	TBC	15	3	Compulsory	1

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 three 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 Centre for Academic Language and Literacies 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.

Placement opportunities

The programme is intended to lead directly into Level 4 of the BA in Media and Communications. Each year graduating students from the BA find work in the fields of media, the leisure industry and the cultural and heritage sector.

Employability and potential career opportunities

See above

Programme-specific requirements

Integrated degree programmes consist of a foundation year (Year 0) with a value of 120 credits at Level 3 of the Framework for Higher Education Qualifications. Students who achieve the minimum progression requirements set out within the programme specification are guaranteed progression onto year 1 of specified undergraduate degree programmes.

In order to progress automatically to Year 1 of the specified undergraduate degree programme(s), students are required to:

- pass all modules (i.e. achieve a mark of 50% in each) and
- achieve a mean average mark of at least 60% overall.

The Examination Board may exercise discretion in allowing progression if a student:

- has passed all courses (i.e. achieved a mark of 50% in each) and
- has achieved a mean average mark of at least 58% overall, but less than 60% and

- has presented evidence of mitigation to the Examination Board which is deemed acceptable.

Following progression to Year 1, standard progression requirements for undergraduate programmes will apply.

Award of the degree

Students who pass all modules on the foundation year (Year 0), as set out in the section 'Programme Structure' above, will be eligible to exit the programme with the award of a Foundation Certificate.

Following progression to Year 1 of the specified undergraduate degree, the standard requirements for the award of a Goldsmiths degree will apply.

Classification

Students who successfully complete the foundation year (Year 0) but do not progress onto Year 1 of an undergraduate degree are eligible for the award of a Foundation Certificate. The award is made without classification.

For students who progress onto Year 1 of a specified undergraduate degree, marks obtained in the foundation year of the programme (Year 0) will not count towards the final degree classification.

More detail on the calculation of the final classification of undergraduate degrees is on our website.

Tuition fee costs

Information on tuition fee costs is available at: https://www.gold.ac.uk/students/fee-support/

Specific programme costs

Not applicable