Programme Specification
Undergraduate Programmes

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<th>Awarding Body/Institution</th>
<th>University of London</th>
</tr>
</thead>
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<tr>
<td>Teaching Institution</td>
<td>Goldsmiths, University of London</td>
</tr>
<tr>
<td>Name of Final Award and Programme Title</td>
<td>BA (Hons) Fine Art (Extension Degree)</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>Duration of Study/Period of Registration</td>
<td>1 year full-time, followed by 3 years full-time BA (Hons) Fine Art</td>
</tr>
<tr>
<td>UCAS Code(s)</td>
<td>W191</td>
</tr>
<tr>
<td>QAA Benchmark Group</td>
<td>Art and Design and History of Art and Architecture and Design</td>
</tr>
<tr>
<td>FHEQ Level of Award</td>
<td>Level 3</td>
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<td>Programme Accredited by</td>
<td>N/A</td>
</tr>
<tr>
<td>Date Programme Specification last updated/approved</td>
<td>January 2016</td>
</tr>
<tr>
<td>Primary Department/Institute</td>
<td>Art</td>
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Programme overview

The main purpose of the Extension Degree in Fine Art is to introduce overseas (non-EU) students to the study of art and to evaluate different critical approaches to their own practice, so they can begin to participate in and contribute to the expanding field of contemporary art through progression onto the BA Fine Art or BA Fine Art & History of Art programmes. Depending on English Language proficiency, the degree develops the student's ability in English Language either through the English for Academic Purposes module consisting of tailor made classes that address their ability to speak, listen and write about their subject or through the Portfolio of Art Writing module.

The Extension Degree is for students who wish to study and make art as a full-time activity. It encourages individual development and creativity, and enables the progressive acquisition of ongoing independent learning skills.

Programme entry requirements

Overseas (non-EU) applicants apply on-line through UCAS. Once the college has received notification of the application, the applicant is sent details and guidance on how to submit an on-line portfolio. The portfolio should include up to 12 images or digital files, of which three can be media files such as movies and audio work. A preliminary selection is made on the basis of this portfolio. Those applicants selected are then invited for interview. This interview may either be in person, in which case the applicant is asked to attend with a portfolio of current work, or remotely via Skype or equivalent means. A final selection is made at this point.

Entrance requirements

For entry to degrees at Goldsmiths students need to satisfy the minimum entrance requirements of the University and the individual programme. For degrees in the Department of Art these are as follows:

Candidates under 21 years of age must have passes in two subjects at General Certificate of Education (GCE) at (Advanced) A-level, including one full (AS + A2) A-level, which can be supplemented with
either:
* 1 or 2 additional full A-levels or
* 3 to 5 GCE AS-levels in different subjects or
* a combination of the above.

Please note: we accept recognised equivalents to the above both from within the UK and abroad. We welcome applications from mature students (over 21).

English Language qualifications
If a candidate's first language is not English, they should have:
GCSE/O-level at Grade C or above in English Language, or an equivalent qualification OR
a minimum score of 5 across all four skills in IELTS (International English Language Testing System) as administered by the British Council in most countries.
OR
a minimum score of 520 in TOEFL (Test of English as a Foreign Language) or 237 in the computer-based test [these results must include a minimum score of 3.0 for the TWE (Test of Written English)] or 90 in the Internet-based test.

We prefer IELTS because it shows us more clearly which areas of candidates' English need to be improved.

Admission is based on the principle that there is a reasonable expectation that the student will be able to fulfill the aims and objectives of the programme and achieve the required academic standards.

Aims of the programme

The main purpose of the Extension Degree in Fine Art is to introduce overseas (non-EU) students to the study of art and to evaluate different critical approaches to their own practice, so they can begin to participate in and contribute to the expanding field of contemporary art through progression onto the BA Fine Art or BA Fine Art & History of Art programmes. Depending on English Language proficiency, the degree develops the student's ability in English Language either through the English for Academic Writing module consisting of tailor made classes that address their ability to speak, listen and write about their subject or through the Portfolio of Art Writing module.

The Extension Degree is for students who wish to study and make art as a full-time activity. It encourages individual development and creativity, and enables the progressive acquisition of ongoing independent learning skills.

Studio Practice research provides the context that integrates all aspects of the programme. Students spend the greater part of their working time in the studios or in one of the many research laboratories. During the year, the module encourages student understanding of the interrelationship between practice and theory through the application of relevant practical skills, critical thinking, writing and discussing their own and others' work in a public forum. The studios provide the student with a working space which they share with their peers. The studio environment encourages shared learning and gives opportunities for informal peer discussion and evaluation.

The Research Laboratories are equipped with specialist equipment and are staffed by qualified and experienced technicians who support the students in acquiring and developing the technical skills necessary for the production of their own work.

The Critical Studies element of the programme is designed to support the students' practical work in the studios. The lectures and seminars, introduce and develop key issues which inform and develop contemporary art practice. They engage and extend the students' critical faculties and their ability to discuss, write about, analyse and judge contemporary art. Students proficient in English Language take the Portfolio of Art Writing module and study the
significance of Art Writing through a mixture of practical and academic elements. These introduce students to the wide range of forms that writing on art can take and the significant historical and theoretical discourses currently influencing the production and reception of visual art. This element of the module is delivered through a combination of tutor-led visits to galleries and museums and project-based learning. It utilizes the range of opportunities London offers for direct engagement with exhibition-making, art publishing, education programming and critical writing.

The English for Academic Purposes module enables students to develop their ability to speak, listen and write more fluently in English through classes geared towards their own academic interest in art.

The Extension Degree supports the creation of a body of practical work and critical writing that demonstrates the student's ability to progress on to the BA Fine Art or BA Fine Art & History of Art programmes. It provides an environment that helps the students to manage their own learning and research as well as stimulating their appreciation of the work of other practitioners in the expanding field of art.

What you will be expected to achieve

The programme learning outcomes represent the summation of the interrelated learning expectations of the respective course elements for each level of the programme. These level specific outcomes are presented in detail in the Programme Handbook. The programme has a set of specific learning outcomes for level 3 (Extension Degree), which the Studio Practice, History of Art and English Language courses utilise in order to assess the student's work and performance on the programme.

At the end of level 3 the student should be able to:

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 demonstrate an initial knowledge of key artists and a familiarity with the historical and contemporary contexts in which art is made and understood;</td>
<td>Studio Practice and Critical Studies</td>
</tr>
<tr>
<td>A2 demonstrate some understanding of the of how critical and theoretical debates can support your practice and writing;</td>
<td>Studio Practice and Critical Studies</td>
</tr>
<tr>
<td>A3 demonstrate a basic knowledge of materials and processes relevant to contemporary art in support of your practice;</td>
<td>Studio Practice</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Cognitive and Thinking Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 make an initial consideration of your work and the work of others with reference to the historical contexts of contemporary art;</td>
<td>Studio Practice and Critical Studies</td>
</tr>
<tr>
<td>B2 identify relevant historical and contemporary models for understanding and developing your studio practice and writing;</td>
<td>Studio Practice and Critical Studies</td>
</tr>
<tr>
<td>B3 consider different feedback on your work and consider it in relation to other working practices;</td>
<td>Studio Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Specific Skills and Professional Behaviours and Attitudes</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 familiarize yourself with different materials and conceptual approaches in support of your practice;</td>
<td>Studio Practice</td>
</tr>
<tr>
<td>C2 consider a variety of approaches to the technical development of your studio work and writing;</td>
<td>Studio Practice, Critical Studies, Portfolio of Art Writing and English for Academic Purposes</td>
</tr>
</tbody>
</table>
C3 identify and initiate your interests, imagination and personal ideas in your (i) studio practice (ii) essay writing;

Studio Practice and Critical Studies

<table>
<thead>
<tr>
<th>Transferable Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>demonstrate an initial commitment to your own practice, research and collaborative working methods through regular attendance and active participation in all tutorials, seminars and lectures;</td>
</tr>
<tr>
<td></td>
<td>Studio Practice, Critical Studies, Portfolio of Art Writing and English for Academic Purposes</td>
</tr>
<tr>
<td>D2</td>
<td>begin to present and discuss your work with relevance to others;</td>
</tr>
<tr>
<td></td>
<td>Studio Practice, Critical Studies, Portfolio of Art Writing and English for Academic Purposes</td>
</tr>
<tr>
<td>D3</td>
<td>make effective use of IT in support of your research and essay writing.</td>
</tr>
<tr>
<td></td>
<td>Studio Practice, Critical Studies, Portfolio of Art Writing and English for Academic Purposes</td>
</tr>
</tbody>
</table>

How you will learn

Studio Practice
Students reach the above Learning Outcomes through a combination of Research Laboratory and Studio inductions where students are introduced to a variety of means that they might employ in their work, and tutorials and seminars where staff support and monitor student progress. On these occasions of learning and teaching, the students explore their current concerns, seek advice and guidance about their practice and receive comments on their progress. These interactions provide the information exchange between staff and students, supporting development and encouraging free flow of ideas. Students are encouraged and expected to engage in critical discussion of their work and that of others.

The department provides ongoing access to the Research Laboratories, which have a wide range of technical facilities for students to learn and develop their skills.

The specific forms of learning and teaching employed on this programme are:
Research Laboratory Inductions: Staff will introduce the students to the technical facilities available in the Department through inductions that encourage students to consider the full range of means at their disposal. Staff will also conduct inductions aimed at introducing students to a variety of ways in which they might engage with their practice in the studio.

Individual Tutorials: Every student is assigned a tutor who is responsible for supporting their academic development throughout the year. The tutorials give the student the opportunity to discuss the practical and critical concerns of their work and develop their awareness of other examples from the wider field of art practice, through independent research. The tutorials help the student to organize their interests, intentions and influences into coherent communication about their practice.

The student will receive scheduled tutorials from their tutor each term and from other staff who are responsible for their assessment. Individual tutorials enable the tutor to see the work as part of a developing process.

Group Tutorials: All the students will meet regularly for group tutorials where they will present their work and benefit from the opportunity to discuss each others practice and concerns

Seminars: Each student is part of a large teaching group called a Convenor group. Convenor groups are made up of staff and their assigned tutees from the Extension Degree. Convenor groups meet on scheduled occasions in the term and enable the students to lead the discussion of their work with tutors and other students. They can also attend and participate in BA (Hons) Fine Art Convenors.

Critical Studies
Critical Studies is taught through a series of lectures and seminars, tutor-led site visits and collaborative
Lectures and Seminars: Critical Studies is designed to support the students' practical work in the studio. The module seeks to familiarize the students with a broad range of significant developments in the recent history of art. The module also begins to engage and extend students' critical faculties and to enable them to develop their ability to talk, write about, analyse and evaluate art. The lecture and seminar programme aims to offer a space for introducing and exploring the historical and critical contexts in which contemporary art is made, seen and understood. Critical Studies seminars provide the student with a platform for developing and articulating their own ideas and thoughts about art.

The lectures and seminars will enable the student to recognise how debates about art can support opportunities for critical discussion in the studio.

The Art Writing element of the course is taught through a series of tutor-led site visits and seminars, together with collaborative based learning. In addition students will be required in the third term to develop a portfolio of art writing. All of these learning moments are supported through individual and group tutorials.

Tutor-Led Site Visits: Staff will devise a series of visits to Galleries, Museums, Off-site projects, specialist publishers and other appropriate venues displaying work relevant to the scope of the module. These visits will encourage students to look closely at the work on display and at the range of means by which it is facilitated, interpreted and promoted through captions, catalogues, reviews, education programmes, conferences and symposia.

Collaborative Learning: Collaborative learning is an important aspect of this element of the module, and this extends the students' focus towards a critical engagement with the creative industries. Students will make visits to galleries, publishers and other art institutions, which will be alternated with seminars addressing issues arising from the examples they have encountered. These seminars will involve group project presentations by students and attending faculty. In the spring term students are asked to devise and develop group assignments relevant to the dissemination and reception of contemporary art in the broader culture. They present these assignments to members of staff and their peer group. Written work may include an exhibition catalogue essay, extended magazine article, critical review, proposal for a publishing venture or writing a public education agenda for an exhibition.

Portfolio of Art Writing (If a student's main language is English or their IELTS score is above 6.5): Students will be encouraged to consider writing as an ongoing process in support of their engagement with their own work and contemporary art. This is taught through a series of tutor-led seminars, together with collaborative-based learning. All of these learning moments are supported through individual and group tutorials. In the third term they will develop a selection of their writing done throughout the year into a selected portfolio with examples of different approaches.

**How you will be assessed**

**Studio Practice (Coursework)**
Student's studio practice coursework is reviewed throughout the year, from work seen and discussed during individual tutorials and group tutorials. The course work of each student is subject to interim reviews leading to progress reports and specific written feedback from their individual tutor. Students make a selected presentation of their studio coursework to all the staff for assessment in the third term.

**Presentations**
In the Summer term each student makes a presentation of selected coursework. This is seen by staff and a provisional grade is proposed. A meeting of core staff monitors marking across the course and a meeting with the External Examiner checks for parity and agrees a grade against national standards.
Critical Studies Essays
Critical Studies is assessed through two 1,500 word essays Feedback on the first essay is for guidance only (formative), and no mark is given. All written assignments are double marked and available to the External Examiner.

Continuous evaluation measures attainment on a course of study over a period of time, usually in the context of practice-based modules. There are several parts to evaluation in this process and they are all taken into account in arriving at the overall mark. Continuous evaluation enables students to be advised in advance if they are not attaining a satisfactory level of achievement. The student's level of achievement is discussed in a meeting of staff, and a provisional assessment level determined against the learning outcomes relevant to the programme of study. A further meeting of core staff then monitors provisional grades and the External Examiner sees a sample and checks parity against national standards. A final report is then issued to the student indicating their level of attainment.

The process of continuous evaluation will usually take into account a combination of the student’s:
- studio practice course work made throughout each level as reflected in original examples and supporting documentation;
- active participation throughout the curriculum and their ability to begin to communicate critical and contextual issues relevant to the development of their studio practice;
- ability to sustain independent study;
- staging of a selected presentation of their studio work;
- essay writing and research relevant to the critical topic undertaken.

Timetables and deadlines for the handing in of essays and dissertations are set and published by the Study Area. Grading criteria are published in the Departmental Programme Handbook which is reviewed each year, before publication and distribution to students.

Tutorials and group tutorials support student learning and are the basis of a formal termly review meeting to evaluate the level of student coursework achievement. Formative progress reports from these meetings are discussed at the end of the year and culminate in a final report reflecting summative achievement against appropriate learning outcomes. Students receive a Progress report at the end of each term together with written feedback from their individual tutor summarising achievement and indicating areas for further development.

Progress reports aim to give the student a clear indication of their current level of achievement and individual feedback reports advise them on how to improve their performance. Coursework marks are reviewed at a formal meeting of core staff and are then presented to the External Examiner for moderation against a sample of students’ work.

FURTHER ASSESSMENT INFORMATION:
Summative assessments occur in the third term of each level. This process takes into account: Studio Practice coursework, a formal studio presentation, a Critical Studies essay, and English for Academic Purposes or a Portfolio of Art Writing.

Marking criteria

<table>
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<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>I: First (Exceptional)</td>
<td>Work that reflects an exceptional level of achievement of the appropriate learning outcomes. The work demonstrates original research and a rigorous conceptual understanding of the chosen field. The decisions made in the manipulation of the visual material begin to challenge the current limits and make an initial contribution to the field of contemporary art.</td>
</tr>
<tr>
<td>Percentage Range</td>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
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</tr>
<tr>
<td>70-79%</td>
<td>I: First (Excellent)</td>
<td>Work that reflects an excellent level of achievement of the appropriate learning outcomes. The work demonstrates wide research and evidence of a clear understanding of the chosen field. It shows a high level of conceptual rigour that indicates sustained independent study together with an original and imaginative visual interpretation of contemporary art, beginning to challenge the current limits of the field.</td>
</tr>
<tr>
<td>60-69%</td>
<td>iii: Upper Second (Very good)</td>
<td>Work that reflects a very good standard of achievement of the appropriate learning outcomes. Work shows evidence of very good critical reflection with considered manipulation of the chosen visual material. It is imaginative and indicates that an artistic project has commenced, albeit within known boundaries of the field of study.</td>
</tr>
<tr>
<td>50-59%</td>
<td>iii: Lower Second (Good)</td>
<td>Work that reflects a good standard of achievement of the appropriate learning outcomes and demonstrates an initial understanding, coupled with good overall ability. There is evidence of imagination and critical reflection with some technical competence in the manipulation of the overall visual material that requires further sustained development.</td>
</tr>
<tr>
<td>40-49%</td>
<td>iii: Third (Pass)</td>
<td>Work that reflects a threshold standard of achievement of the appropriate learning outcomes, and demonstrates a limited understanding of the field of study. The work demonstrates some manipulation of the chosen visual material indicating an unimaginative response to the practice that readily accepts known boundaries.</td>
</tr>
<tr>
<td>25-39%</td>
<td>Fail</td>
<td>Work is unsatisfactory and represents an overall failure to achieve the appropriate learning outcomes. The work shows scant attention to the critical and practical demands of the practice with no apparent judgment in the manipulation of the visual material. The module element(s) must be retaken.</td>
</tr>
<tr>
<td>10-24%</td>
<td>Bad fail</td>
<td>Work that represents a significant overall failure to achieve the appropriate learning outcomes. The work shows no attempt to address the practical demands of the practice and demonstrates no judgment or exercise of critical reflection. The module element(s) must be re-taken.</td>
</tr>
<tr>
<td>1-9%</td>
<td>Very bad fail</td>
<td>Work that does not even attempt to address the specified learning outcomes. The module element(s) must be re-taken.</td>
</tr>
<tr>
<td>0%</td>
<td>Non submission or plagiarised</td>
<td>A categorical mark representing either the failure to submit an assessment or a mark assigned for plagiarised assessment.</td>
</tr>
</tbody>
</table>

How the programme is structured

The Extension Degree in Fine Art (level 3) consists of elements in Studio Practice, Critical Studies and English Language (where the student has not yet achieved the equivalent of IELTS 6.5 or above) or a Portfolio of Art Writing (if the student’s main language is English or their IELTS score is above 6.5 with a minimum of 6.00 across all four skills), leading to admission to either the BA (Hons.) Fine Art degree programme, or the BA (Hons) Fine Art and History of Art degree programme. It requires full time study over one year during which the student takes each element of the course to the total value of 120 credits. It is an intensive course of studio and laboratory practice supported by individual tutorials, Laboratory workshops and group tutorials, together with an introductory series of Critical Studies lectures and seminars, collaborative assignments and a portfolio of Art Writing. Each student is allocated a studio working base which is the focal point of their activities for the duration of their studies. The student is
All students take the equivalent of 120 credits during the year. Those students with an IELTS score of less than 6.5 must take 30 credits in English Language and those students whose first language is English or whose IELTS score is above 6.5 must take 30 credits in a Portfolio of Art Writing. It is necessary to pass the programme at Level 3 in order to progress to Level 4 (the first-year of the BA(Hons) Fine Art degree programme) or Level 4 (first year) of the BA (Hons) Fine Art and History of Art programme.

The module elements, contributory parts, their value, weightings and the modes of examination are listed below:

Level 0 (120 credits)

Studio Practice at Level 3 covers the acquisition of fundamental knowledge and basic practical skills necessary for initiating independent research. At Level 3 students are subject to continuous evaluation assisted by a presentation of their Studio Practice Coursework in term 3. At the end of each term progress reports provide students with an indication of their current level of achievement and tutor feedback reports advise them on how to improve their performance.

Studio Practice = 50% of overall programme mark

Term 1 Assessed through Studio Coursework and performance in: Tutorials, Group Tutorials (formative)
Term 2 Assessed through Studio Coursework and performance in: Tutorials, Group Tutorials (summative) 90% of module mark
Term 3 Assessed through Studio Coursework and a presentation of selected work and documentation to staff (summative) 10% of module mark

In Critical Studies the lecture and seminar series in the first term introduces students to key issues and debates in the development of the art of the recent past. It offers the occasion to explore and examine the historical and critical context in which art is made, seen and understood. In the second and third term students are introduced to the intellectual and professional contexts within which Contemporary Art is seen and written about. This is delivered through site visits followed by related seminars and presentations. Students are required to write 1 essay in the first term, participate in a collaborative assignment in the second term and write 1 essay in the third term.

Critical Studies = 25% of overall programme mark

Term 1 Assessed through Lectures and Seminars - Essay (1500 words) (formative)
Term 2 Assessed through Coursework and Seminar Presentations (formative)
Term 3 Assessed through Essay (1,500 words, summative ) 100% of overall module mark

EITHER: English Language Support

If a student's main language is not English and their IELTS score is below 6.5 then the Extension Degree will include three contact hours a week studying specific-purpose classes in English for art students. The language module enables non-native speakers to develop the language skills and confidence needed to meet the demands of an undergraduate degree. This includes practice in academic writing and giving presentations, two skills that are essential for study at University. In addition, they will develop their overall language level (vocabulary, awareness of grammar, accuracy, reading and listening) through a project based on key themes in western cultural studies: modernity and modernism. Students will also develop your note-taking, summarising and critical thinking skills in this module. Each term students will be expected to write a researched essay, give a short presentation and submit a language portfolio of their language learning. At the end of the year they will be examined in four sub-tests to gauge their listening, speaking, essay writing and reading skills. The general recommendation for students proceeding to undergraduate study is that they gain a minimum score of 40% in each sub-test (reading, writing, speaking and listening).

English Language (if IELTS<6.5) = 25% of overall programme mark

Term 1 Essay, Presentation and Language Portfolio (formative)
Term 2 Essay, Presentation and Language Portfolio (formative)
Term 3 Exams : Essay Writing, Listening Skills, Reading Skills, Speaking Skills (summative) 100% of
module mark

OR: The Portfolio of Art Writing enables native speakers or those students fluent in English to further develop the language skills and confidence needed to meet the demands of an undergraduate degree. The Portfolio of Art Writing is a series of writings completed over the year, from which 3-4 items are selected for final submission. It could include, for instance, art criticism, exhibition proposal, performative writing, poetry or artist's booklet. This would be a project that would be pursued independently, and supported with group and individual tutorials.

Portfolio of Art Writing (if IELTS>6.5) = 25% of overall programme mark
Term 1 Assessed through Tutorials, Group Tutorials, Written submission (formative)
Term 2 Assessed through Tutorials, Group Tutorials, Written submission (formative)
Term 3 Assessed through Portfolio of Art Writing: a series of writings

Academic Year of Study 1: BA Fine Art (Extension Degree)

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 0</td>
<td>FA50012C</td>
<td>120</td>
<td>3</td>
<td>Core</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Academic Support

The programme is staffed by interdisciplinary artists, writers and technicians who use their professional experience of the practical, critical and cultural arenas that characterise contemporary art, to benefit the students' development and understanding.

Each student is assigned an individual tutor responsible for their academic development. Students attend tutorials and seminars that support student learning that take place at scheduled intervals throughout the academic year. These occasions provide opportunities for interactive learning, which enable students to gain confidence in presenting and discussing their coursework critically before a variety of different audiences.

Students are introduced to the technical facilities in the department through inductions that integrate with the students' independent learning. Students are also helped to begin to determine the ways in which they might use their studios.

Staff monitor student performance throughout the programme to facilitate students' progress and to provide appropriate encouragement, help and guidance to be given to those students experiencing difficulties.

The Department recognises the importance of supporting the students' learning with high quality teaching. It is responsive to their individual and collective needs and provides this in individual tutorials, group tutorials, and lectures.

It is recognised by the study area that moments of learning and teaching requiring student participation can be challenging to some students who are not used to discussing their work in a public forum of their peers or for those whose first language is not English. The curriculum prepares the students through individual tutorials beforehand. Staff are particularly aware of the different dynamics involved in such an open learning process and encourage the students to respect the individual input represented by everyone's contribution.

These particular modes of learning are structured to develop the students' critical understanding of their individual practices and their associated concerns over the duration of the programme. Students receive individual tutorials, centered on their Studio Practice coursework, along with feedback on their performance in group tutorials from their tutors and other core academic staff to support the learning process.
Departmental and College systems provide a network of support to ensure that each student’s progress is monitored and supported. Students have an individual tutor who has a pastoral and academic role. There is a Departmental Senior Tutor for Student Welfare who offers support and guidance on further pastoral matters and referrals to the appropriate College support system. There is a wide range of student support services, details of which can be found on the College web site. The programme is delivered by distinguished staff who are practising artists and writers with wide experience and expertise. This professional experience supports the students’ developing practice.

Students are allocated a studio working base. This is the focus of their activities for the duration of their studies. There are specialist laboratories, staffed by highly skilled managers and technicians who assist students and maintain the facilities. Each research laboratory is equipped with manual, mechanical and digital facilities and operates in an interdisciplinary way. Facilities provide opportunities for print and dye, printmaking, stitch and fabric, casting, metalwork, woodwork, constructed textiles, photography, digital media and video.

The Department is taking advantage of and pursuing the College Disability Awareness policies. The College makes strenuous efforts to ensure that its teaching spaces are wheelchair accessible. Students with special needs in this regard are considered on an individual basis. Applicants will be given information at interview as to how far their needs can be accommodated within existing college provision and facilities, and consideration is given as to how these can be enhanced to meet needs that are not already satisfactorily observed.

Additional learning support and further opportunities for independent learning are available through the College library, computer services and language resources. The Library holds an extensive and expanding collection of books, journals, slides, film, artists’ videos and documentaries. In the Rutherford Information Services Building there is open access to over 200 IBM compatible PCs and Apple Macintosh computers. Introductory and advanced training on hardware and software is available.

The English Language Centre
The English Language Centre (ELC) runs modules for both first and second language speakers of English.

STUDENTS WITH ENGLISH AS A SECOND LANGUAGE ENGLISH FOR ACADEMIC PURPOSES (EXTENSION DEGREE)

The ELC tutor in charge of the language support available to all Second Language Students in the Extension year will determine, after an initial language assessment, which students need to take the module in English for Academic Purposes. This course takes place on a weekly basis and will include 3 contact hours a week studying specific-purpose classes in English for art students.

Once the ELC tutor has made their recommendations, Second Language Students whose IELTS score is below 6.5 are required to attend this module. Those who have achieved the IELTS 6.5 are also encouraged to attend these classes, and will be subject to an assessment by the ELC tutor to determine their needs. Attendance is closely monitored throughout each term.

The language course combines practice in academic writing and giving presentations, two skills that are essential for study at University.

In addition, students will develop their overall language level (vocabulary, awareness of grammar, accuracy, reading and listening) through a project based on key themes in western cultural studies: modernity and modernism. They will also develop their note-taking, summarising and critical thinking skills in this course.
Each term students will be expected to write a researched essay, give a short presentation and submit a language portfolio of their language learning. At the end of the year students will be examined in four sub-tests to gauge their listening, speaking, essay writing and reading skills.

In order to pass the English Language component students need to gain a minimum of 40% in all four sub-tests and ideally have an overall score of 50%.

Students are expected to attend all sessions and students' progress is carefully monitored throughout the course. ELC tutors report on student's progress and attendance directly to the Department of Art.

DROP-IN STUDY SKILLS ADVICE - Available to all students

The Drop-In Academic Skills Centre facility is based in the Richard Hoggart Building.

Students may also be able to find the answers they are looking for on the Goldsmiths website (see below). This website constitutes an invaluable resource for any questions they may have regarding essay writing.

Critical Studies - Online Academic Language Development

Students can find further advice on essay writing and other academic skills on the learn.gold section of the Goldsmiths website by clicking on the Academic Language Development link on the learn.gold homepage at https://learn.gold.ac.uk

DISABILITY TEAM

Support for students is provided by the Disability Team in the Richard Hoggart Building.

Links with employers, placement opportunities and career prospects

The Extension Degree in Fine Art prepares students for progression to the BA Fine Art programme or BA Fine Art & History of Art. It is the start of their preparation for life-long learning, and puts in place the foundations to help them gain the ability and confidence to earn their living by being flexible, self motivated and multi-skilled. The experience of the programme helps students to develop as autonomous individuals, with valuable skills for the changing work place.

The world of work is changing rapidly. Employers want people who can and are willing to learn, adapt and develop to the particular needs of the moment.

Art defines itself against a background of the past and re-defines itself within a changing present. The ability to recognise the significance of change as a fundamental component of self-development is crucial, both in the making of art, and in enabling the student/artist to contribute to the wider culture and economy.

The Extension Degree enables students to progress to the BA Fine Art or BA Fine Art & History of Art programme, which provide students with more than a disciplinary knowledge. Students also learn the language that identifies them as members of a particular community of critical practitioners with shared intellectual and economic concerns. It grows knowledge of critical themes and an awareness of the protocols and relevant social procedures that underpin current professional life.

On both the Extension Degree and the Undergraduate Programme Fine Art practice is represented to the student through a living network of individual practitioners, institutions, galleries, museums, granting agencies, and critical journals - that define and re-define the boundaries of an expanding field. It is this matrix that constructs the concerns of the community, and that is also responsible for circulating and communicating shared values. The Degrees help individuals make the connection between life-long learning, the wider culture and personal prosperity within the creative economies.
The Extension Degree and Undergraduate programmes aim to equip students with the necessary skills to develop independent thought and confidence in their practice. They ultimately prepare the students for post-graduate study and further autonomous learning. Many students continue to be successful practising artists after their final graduation. Six winners of the Turner Prize studied at Goldsmiths, including three from the undergraduate programmes, and since 1991 nineteen alumnae from the undergraduate programmes have been short-listed. The success of our students continues to be reflected in current exhibitions at home and abroad.

The Department works within a thriving and multi-faceted University, allowing undergraduates to benefit from the relationship that Art has with other disciplines of study and academic work. The programmes are committed to giving the students skills to enable them to be active in many career paths.

Graduating students have been successful in fields including museums, galleries, curating, education, music, media and the creative industries.

The mixture of academic and practical elements of the course provides the opportunity for the students to discover and develop a wide range of communication and transferable skills to enable them to practice independently as artists, writers and creative individuals beyond graduation. This will increase opportunities for students to find productive employment within the burgeoning creative industries.

**The requirements of a Goldsmiths degree**

Undergraduate degrees:
Undergraduate degrees have a total value of 360 credits. They 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. Each full–time year corresponds to a level of the Framework for Higher Education Qualifications.

Year 0 = Level 3
Year 1 = Level 4
Year 2 = Level 5
Year 3 = Level 6

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
“Core” – which must be taken as part of the degree and passed with a mark of at least 40%.

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 normally must 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 value of 360 credits. However if a module which has not be defined as “core” has been failed with a mark of 35-39% and all three permitted attempts have been used, this module 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. No more than 60 credits may be compensated this way across a programme and no more than 30 at any one level.
Classification:
Final degree classification will 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:
First Class – 70%+ Upper Second – 60-69% Lower Second – 50-59% 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.

Intermediate Exit Points:

Some programmes incorporate intermediate exit points of Certificate of Higher Education and 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 (120 of which at level 5) credits respectively. The awards are made without classification.

The above information is intended as a guide. For further information, please refer to the Regulations for Undergraduate Students, which may be found here: http://www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

The programme comprises of three elements: i) Studio Practice, ii) Critical Studies and iii) English for Academic Purposes or A Portfolio of Art Writing. These must all be passed at 40% or above in order to successfully complete the course and proceed to the next Level. Marks achieved on the Extension Degree do not carry forward to the assessment of the students’ degree should they progress to the BA (Hons) in Fine Art or the BA (Hons) in Fine Art and History of Art.

In order to proceed to Level 4 it is necessary for both parts of the Studio Practice element at Level 3 and for the Critical Studies element at Level 3 to each be passed at 40% or above and for those students with an IELTS score of less than 6.5, in order to pass the English Language component students need to gain a minimum of 40% in all four sub-tests. For those students whose first language is English or whose IELTS score is above 6.5, in order to pass they must gain a minimum of 40% in the Portfolio of Art Writing.

In the case of Studio Practice, it is possible, at the discretion of the Board of Examiners, to resit the Presentation at Level 0 in late summer, with penalty applied. It is not possible to resit the Coursework part of the Studio Practice element. In the case of Critical Studies at level 3, following the failure of a valid attempt it is possible, at the discretion of the Board of Examiners, to resit with penalty applied, in late summer. In the case of English Language, following the failure of a valid attempt it is possible, at the discretion of the Board of Examiners, to resit any part at Level 3 in late summer, with penalty applied. In the case of the Portfolio of Art Writing it is possible, at the discretion of the Board of Examiners, to resit this element in late summer, with penalty applied. Marks achieved at this level are multiplied by particular weightings.

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 must be formally approved against national standards and are monitored throughout the year in departmental staff/student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.
This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain 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 of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).