

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	BA (Hons) Fine Art
Name of Interim Award(s)	N/A
Duration of Study/Period of Registration	3 years full-time
UCAS Code(s)	W190
QAA Benchmark Group	Art and Design and History of Art and Architecture and Design
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification last updated/approved	September 2017
Primary Department/Institute	Art

Departments which will also be involved in teaching part of the programme
Not Applicable

Programme overview

The BA Fine Art programme prepares students for life-long learning, together with 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 main purpose of the BA in Fine Art is to teach students how to make art and to evaluate different critical approaches to their own practice, so they can participate in and contribute to the expanding field of contemporary art.

The degree programme 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 three years, the programme 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 peers from all three levels of the Programme. This mix of students in the studios 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 module 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.

The Programme supports the creation of a body of practical work and critical writing that demonstrates the student's creative ambition and understanding at the highest level they are able to achieve. It provides an environment that encourages 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.

The Programme is staffed by interdisciplinary artists 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 year a 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 enables students to gain confidence in presenting and discussing their module work critically before a variety of different audiences.

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 Programme 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 and creative individuals beyond graduation.

Programme entry requirements

Home and EU Applicants

Home and 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, bringing with them a portfolio of current work. A final selection is made at this point.

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.

Students benefit from a certain degree of direction and focus prior to entering the Department. Therefore, although we consider each application on its individual merits, we do not normally interview or consider

applicants who have no post-secondary study or experience such as an approved foundation module or similar post-secondary education module in art and design.

We welcome applications from mature students (over 21). If they have not completed a period of post-secondary study or a foundation module, we may consider their application on the basis of other relevant experience and a portfolio.

Overseas (non-EU applicants)

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.

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 6.5 in IELTS (International English Language Testing System) as administered by the British Council in most countries.

We prefer IELTS because it shows us more clearly which areas of candidates' English need to be improved. If they have a lower score than either of these, but at least 5.5 in IELTS, they may be offered a place if they attend an approved module in English for Academic Purposes; we will provide advice on suitable modules. If they are applying for an Extension Degree, they should have a minimum English Language score of 5.0 in IELTS, or equivalent.

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

Aims of the programme

The educational aims of this programme reflect Goldsmiths' mission to: "offer a transformative experience, generating knowledge and stimulating self-discovery through creative, radical and intellectually rigorous thinking and practice," and the Departmental strategic plan (2006) "To sustain and develop the pedagogic principles of the department." Other documents consulted were the Visual Arts and Design Benchmark Statement, the QAA Self-Assessment Document (2000), the Departmental Student Handbooks 2006/7 and the Goldsmiths' Learning and Teaching Strategy. This document was drafted through a process of consultation with staff from BA Fine Art, BA Textiles and BA Fine Art & History of Art in order to "incorporate the best aspects of our existing programmes and further develop the ethos of student-centered learning that is so crucial to studying at Goldsmiths." (Visual Arts Brochure 2007 entry.)

The programme was revised in 2010 in accord with the College policy on the introduction of a credit framework (2009). Revisions, including a change of name from BA (Hons) in Art Practice to BA (Hons) in Fine Art, were made in the light of the Departmental Review (2009), the Departmental Strategic Plan (2010/11), and with reference to the most recent QAA Subject Benchmark Statement (2008).

What you will be expected to achieve

The programme learning outcomes represent the summation of the interrelated learning expectations of the respective module elements. These level specific outcomes are presented in detail in the Programme Handbook.

The programme has a set of specific learning outcomes for each year, which the Studio Practice and Critical Studies elements of the modules utilise in order to assess the student's work and performance on the programme. The outcomes demand more from the student as they move through the programme and track the overall development of the student's incremental learning.

Students who successfully complete the programme will be able to:

Knowledge and Understanding		Taught by the following modules
A1	understand the key aspects of your own practice and its concerns;	Studio practice tutorials, group tutorials, Convenors, Exhibition
A2	demonstrate a coherent and detailed body of knowledge with regard to the historical and contemporary contexts of art;	Studio practice tutorials, group tutorials, Critical Studies
A3	demonstrate a coherent understanding of the historical and critical models relevant to contemporary art and to your own work and its concerns.	Studio practice tutorials, group tutorials, Convenors, Critical Studies

Cognitive and Thinking Skills		Taught by the following modules
B1	draw on your own research to analyse, discuss and debate your work critically and coherently in tutorials and Convenor groups;	Group tutorials, Convenors
B2	make imaginative use of historical and theoretical models for understanding and interpreting contemporary art;	Studio practice tutorials, group tutorials, Convenors, Critical Studies
B3	articulate your research, judgements and interpretations in your practice and in the form of an imaginative and conceptually coherent piece of writing.	Studio practice tutorials, group tutorials, Convenors, Critical Studies

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	make a comprehensive selection of clearly appropriate means and materials to support and enhance the content of your work;	Studio practice tutorials, Exhibition
C2	make innovative critical judgements about your own work and its relationship to the broader field of contemporary art practice;	Studio practice tutorials, group tutorials, Exhibition
C3	make confident use of conceptual and practical skills in your own practice.	Studio practice tutorials, Exhibition

Transferable Skills		Taught by the following modules
D1	sustain independent study;	Studio practice tutorials, Exhibition, Critical Studies
D2	present and discuss your work, and its concerns confidently;	Group tutorials, Convenors
D3	make effective use of IT in the support of your work and essay writing.	Studio practice tutorials, Critical Studies

How you will learn

Studio Practice Students reach the above Learning Outcomes through 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 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:

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.

Convenor Seminars: Each student is part of a large teaching group called a Convenor. Each convenor group is made up of staff and their assigned tutees. Convenor groups meet on scheduled occasions in the term to enable the student to present and discuss their work and receive critical feedback from students drawn from all three years of the programme.

Critical Studies

Critical Studies is taught through a series of lectures and seminars in Year 1 and through a range of seminar options in the first and second terms in Year 2 (see further syllabus details in module proposal template.) In the third term of Year 2, students begin their dissertation research. In Year 3 students continue independent learning and research towards their dissertation, and are supported through individual tutorials with their assigned supervisor.

Lectures and Seminars: Critical Studies is designed to support the students' practical work in the studio. It seeks to engage and extend their critical faculties and to enable them to develop their ability to talk, write about, analyse and evaluate contemporary art. The lecture and seminar programme aims to offer a space for exploring and examining 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.

In Year 1, students attend a core lecture and seminar series spread over two terms. These lectures and seminars are designed to introduce students to significant subjects and debates in art practice and theory. In Year 2 students will be required to select seminar options from those on offer. Seminars at this level explore critical positions in depth and enable the student to exercise a deeper critical engagement with the production of their own studio work.

How you will be assessed

Students are expected to evaluate their own learning, develop self-determined practice, exercise

independent research and critical judgement and resolve the practical demands of their work based on a growing understanding of the subject. Students are expected to present and analyse complex issues and arguments coherently and to communicate effectively in individual tutorials, convenors and seminars. Students are required to develop IT and time-management skills, meet deadlines and demonstrate an ability to act autonomously in planning and implementing tasks.

All assessment is carried out in relation to the following Programme learning outcomes. Knowledge and understanding

Knowledge and understanding are assessed primarily through the student's performance in individual tutorials, convenor seminars and marked essays on set subjects. Assessment is reflected in tutorial feedback and progress reports from contributing staff within each teaching group. These learning outcomes are also assessed in the final dissertation. In addition, students are expected and encouraged to engage in self-evaluation and to take part in peer evaluation throughout the duration of the programme.

Cognitive skills

Cognitive skills are assessed in Studio Practice through individual tutorials and seminars in all Years, a presentation in Year 1, and a Viva Voce in Year 2. In Critical Studies these skills are assessed through essays in Years 1 & 2 and a dissertation in Year 3.

Specialist skills

Specialist skills in Studio Practice are assessed through the work made throughout the programme. Students are expected and encouraged to evaluate their own learning, exercising independent critical judgement and resolving complex technical problems based on a growing understanding of the issues involved in producing their work. At the end of Year 3 students present a final exhibition for examination.

In Critical Studies essays on set topics in Year 1 assess the students' ability to write coherently and imaginatively around their subject and to show evidence of their ability to begin independent research and critical thinking. In Year 2 the development of these skills is assessed through essays on set topics that emerge from the specific seminar options. These skills in Year 3 are assessed on the student's ability to develop their independent research by writing a dissertation linked to their studio practice. Staff monitor student progress throughout the programme, so that students can receive appropriate help and guidance if they are experiencing difficulties that are inhibiting their development.

Key/transferable skills and other attributes

Key/transferable skills and other attributes are assessed throughout the programme through the student's ability to communicate effectively in tutorials and convenor seminars. Critical Studies lectures and seminars develop the ability to analyse and present complex issues and arguments in a group setting. Students are also assessed on their ability to write imaginatively and coherently. All assessments require that students develop time management skills, meet deadlines and demonstrate an ability to act autonomously in planning and implementing tasks.

ASSESSMENT MODES

Studio Practice (Coursework)

Student's studio practice coursework at all levels is reviewed throughout the year, from work seen and discussed during individual tutorials and convenor seminars. The coursework of each student is seen by at least 3 staff within their convenor group. It is subject to interim reviews leading to progress reports from the staff in their convenor group and specific written feedback from their individual tutor.

Continuous evaluation is crucial for maintaining the ongoing character of a developing practice and its

assessment. It considers attainment on the module over a period of time and allows staff to see each student's practice in the making.

The student's level of achievement is discussed in a meeting of staff from the student's convenor group, and a provisional assessment level determined against the learning outcomes relevant to the module and level of study. A further meeting of core staff then monitors provisional grades across the teaching groups 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.

Year 1 Presentations

At the end of Year 1 each student makes a presentation of selected coursework. This is seen by all staff and a provisional grade is proposed. A meeting of core staff monitors marking across the convenor groups and a meeting with the External Examiner checks for parity and agrees a grade against national standards.

Year 2 Viva Voce

At the end of Year 2 the students' ability to articulate their understanding of their Studio Practice is examined through a Viva Voce. Core staff from the study area agree provisional grades and the External Examiner Vivas a selected sample of students for parity and agrees a grade against national standards.

Year 3 Exhibition

Each student mounts a formal exhibition of work at the end of Year 3. Their level of achievement is discussed in a meeting of the core staff, and a provisional assessment level determined against the relevant learning outcomes. A meeting with the External Examiner checks parity against national standards and a grade is agreed.

Critical Studies Essays

In Year 1 Critical Studies is assessed through a 2,000 word essay. In Year 2 it is assessed through two essays of 2,500 to 3,000 words. All essays are double marked and available to the External Examiner.

Dissertation

In Year 3 Critical Studies is assessed through a 6,500 to 7,000 word dissertation. The dissertation is double marked and is available to the External Examiner.

CONTINUOUS EVALUATION

Continuous evaluation measures attainment on a module 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 process of continuous evaluation will usually take into account a combination of the student's:

- * studio practice module work made throughout each level as reflected in original examples and supporting documentation;
- * active participation throughout the curriculum and their ability to communicate critical and contextual issues relevant to the development of their studio practice;
- * ability to synthesise prior learning and sustain independent study;
- * staging of a selected presentation of their studio work;
- * essay writing and research relevant to the critical topic undertaken.

GRADING CRITERIA:

Exhibition 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 convenor seminars 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 for all modules 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.

In Year 1 this process takes into account: Studio Practice coursework, a formal studio presentation and assessed essays based on topics from the Critical Study lecture series. In Year 2 this process considers Studio Practice coursework a Viva Voce and assessed essays based on topics from a series of Critical Studies seminars. In Year 3 it considers Studio Practice coursework, a written dissertation and a formal exhibition of studio work at the end of the year.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	Work that reflects an exceptional level of achievement of the appropriate learning outcomes. The work demonstrates: Studio Practice: original research and a rigorous conceptual understanding of the chosen field. The decisions made in the manipulation of the visual material challenge the current limits and make a significant contribution to the field of contemporary art; Critical Studies: a very ambitious application of knowledge and extremely wide ranging independent research, a rigorous understanding of the chosen field and a distinctive expression of ideas, coherent argument and innovative critical reflection, and an exceptionally imaginative and challenging interpretation of contemporary art.
70-79%	I: First (Excellent)	Work that reflects an excellent level of achievement of the appropriate learning outcomes. The work demonstrates: Studio Practice: wide research 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, challenging the current limits of the field; Critical Studies: ambitious and excellent application of knowledge and wide ranging research, clear understanding of the chosen field and an excellent expression of ideas, a coherent argument and a distinctive critical reflection, and an imaginative and challenging interpretation of contemporary art.
60-69%	lii: Upper Second (Very good)	Work that reflects a very good standard of achievement of the appropriate learning outcomes. Work demonstrates: Studio Practice: evidence of very good critical reflection with confident manipulation of the chosen visual material. It is

		<p>imaginative and indicates that a sustained artistic project has emerged, albeit within known boundaries of the field of study;</p> <p>Critical Studies: clear and coherent expression of ideas and a significant understanding of the chosen field, strong and effective critical reflection, and a strong degree of imagination yet maintains known boundaries.</p>
50-59%	<p>IIii: Lower Second (Good)</p>	<p>Work that reflects a good standard of achievement of the appropriate learning outcomes and demonstrates:</p> <p>Studio Practice: a competent understanding, coupled with good overall ability. There is evidence of imagination and applied critical reflection with sound technical competence in the manipulation of the overall visual material that requires further sustained development;</p> <p>Critical Studies: effective application of knowledge and the capacity to express ideas through discussion, some critical reflection and evidence of a clear understanding of the chosen field, and evidence of some imagination but little ambition to challenge known boundaries.</p>
40-49%	<p>III: Third (Pass)</p>	<p>Work that reflects a threshold standard of achievement of the appropriate learning outcomes, and demonstrates:</p> <p>Studio Practice: 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;</p> <p>Critical Studies: limited understanding of the chosen field and little critical reflection, little coherence and lacks an overall argument, and little evidence of imagination and no ambition to challenge known boundaries.</p>
25-39%	<p>Fail</p>	<p>Work is unsatisfactory and represents an overall failure to achieve the appropriate learning outcomes. The work shows:</p> <p>Studio Practice: scant attention to the critical and practical demands of the practice with no apparent judgement in the manipulation of the visual material. The unit must be re-taken;</p> <p>Critical Studies: little evidence of any understanding of the chosen field, no imagination or critical ability, an incoherent expression of ideas, and no evidence of any critical reflection that would allow the student to challenge known boundaries. The unit must be re-sat.</p>
10-24%	<p>Bad fail</p>	<p>Work that represents a significant overall failure to achieve the appropriate learning outcomes. The work shows:</p> <p>Studio Practice: no attempt to address the practical demands of the practice and demonstrates no judgement or exercise of critical reflection. The unit must be re-taken;</p> <p>Critical Studies: no evidence of any understanding of the chosen field, no imagination or critical ability, an incoherent expression of ideas, a complete lack of critical reflection that would allow the student to identify known boundaries. The unit must be re-sat.</p>
1-9%	<p>Very bad fail</p>	<p>Work that does not even attempt to address the specified</p>

		learning outcomes. Work shall be deemed a non-valid attempt and must be re-taken.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for plagiarised assessment.

How the programme is structured

The BA Fine Art programme consists of modules comprising elements in Studio Practice and Critical Studies leading to a degree in Fine Art. It requires full time study over three years during which the student takes a module to the value of 120 credits in each year. It is an intensive programme of studio and laboratory practice supported by individual tutorials and group seminars, together with a comprehensive series of Critical Studies lectures and seminars. 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 responsible for determining the specific nature of their practice with guidance from the tutorial staff.

Year 1 (120 credits) Studio Practice = 75% Critical Studies = 25% Overall Weighting = x1

Studio Practice in Year 1 covers the acquisition of fundamental knowledge and basic practical skills necessary for initiating independent research. In Year 1 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.

In Critical Studies the lecture and seminar series offers the occasion to explore and examine the historical and critical context in which art is made, seen and understood. Students are required to write 2 essays for assessment, one at the end of both the first and second term.

Year 2 (120 credits) Studio Practice = 75% Critical Studies = 25% Overall Weighting = x3

Studio Practice in Year 2 begins to deal with more complex issues and the selected application of acquired knowledge, practical skills and conceptual principles necessary for the development of the student's work. In Year 2 students' Studio Practice coursework is subject to continuous evaluation augmented by a Viva Voce 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.

In Critical Studies the module engages and extends student's critical faculties enabling them to write about their own work and ideas. Students are required to select one seminar option at the beginning of the first and second term. Students are required to submit 2 essays of between 2500 and 3000 words, one at the end of term 1 and one in term 2. Both essays must reach a pass standard for progression to Level 3. Critical Studies seminar presentations at this level, offer students an opportunity for experimentation where the preliminary stages of written work can be explored and developed.

Year 3 (120 credits)

Studio Practice component = 75% Critical Studies component = 25% Overall Weighting = x5

Studio Practice in Year 3 should reflect the potential of the student to practice as an independent artist. It is expected that the student is now fully self-motivated, and able to demonstrate a high degree of understanding, critical awareness and independent judgement. Year 3 students are subject to continuous evaluation, and receive progress reports providing them with an indication of their current level of achievement, and tutorial feedback reports advising them on how to improve their performance.

The final exhibition, which takes place in the third term, evidences achievement and is a major component of assessment in Year 3.

In Critical Studies the student's written work is supported through the supervision of Critical Studies staff.

The aim is to encourage independent research relevant to the student's studio practice. The student presents this research in the form of a dissertation of between 6500 and 7000 words.

Academic Year of Study 1: BA Fine Arts

Module Title	Module Code	Credits	Level	Module Status	Term
Year 1	FA51012B	120	4	Core	1-3

Academic Year of Study 2: BA Fine Arts

Module Title	Module Code	Credits	Level	Module Status	Term
Year 2	FA52012B	120	5	Core	1-3

Academic Year of Study 3: BA Fine Arts

Module Title	Module Code	Credits	Level	Module Status	Term
Year 3	FA53012C	120	6	Core	1-3

Academic support

Support for learning and wellbeing is provided in 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.

Students are allocated a personal tutor and a Senior Tutor in each department has overall responsibility for student progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a programme 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 way progress, attendance, essay/coursework/assessment marks can be reviewed and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

A peer assisted learning (PAL) scheme is in place so that first year students have the opportunity to link

with a second year student who can offer support and their experience on a range of academic related issues. This support is department based so students have a common understanding of subject based knowledge.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and as new students join Goldsmiths 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 & 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 Inclusion & Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service and the Academic Success Centre provide central support for skills enhancement and run the Gold Award Scheme and other co-curricular activities that can be accredited via the higher education achievement award (HEAR).

LANGUAGE SUPPORT

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

THE ENGLISH LANGUAGE CENTRE ESSAY WRITING WORKSHOPS

The ELC runs a series of consecutive seminars in the autumn term for Home students and Second Language students new to the academic requirements of the programme. All students are required to attend this short series of workshops on study skills and essay writing. The aim of the module is to develop your ability to deal with recommended texts as well as to familiarise yourself with essay writing processes and structures. This module is also intended to help students to become familiar with the academic conventions used in essay writing: use of illustrations, writing and quoting conventions. This module on offer from the ELC has been designed in close collaboration with Critical Studies tutors and will include samples of past essays. Students are expected to attend all sessions in the autumn term. Attendance is monitored.

STUDENTS WITH ENGLISH AS A SECOND LANGUAGE

The ELC tutor in charge of the language support available to all Second Language Students in the first year will determine, after an initial language assessment, which students need to take the module in Critical Reading and Academic Writing. This module takes place on a weekly basis in sequence with the Critical Studies lecture programme.

Once the ELC tutor has made her recommendations, Second Language Students are required to attend this module. Attendance is closely monitored throughout both terms.

The module is based on the nominated core text which is to be read in advance of the relevant lecture. For that reason the module runs a week ahead of the Level 1 Critical Studies Lecture Programme. The module will continue into the Spring Term and students' progress is carefully monitored.

The module will focus on the development of students' language, their skills in reading theoretical texts, and their writing skills. All of these will contribute to preparing students to write their first essay.

YEARS 2 & 3 SECOND LANGUAGE STUDENTS

Students who speak English as a second language have access to the Drop-In Study Skills Advice facility (see below), to help them organise and manage their academic language development.

DROP-IN STUDY SKILLS ADVICE

Available to all students

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

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 Goldsmith's website by clicking on the Academic Language Development link on the learn.gold homepage at <https://learn.gold.ac.uk>

ELC tutors report on student's progress and attendance directly to Critical Studies and Studio Practice staff.

Links with employers, placement opportunities and career prospects

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 BA Fine Art Programme provides 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 a knowledge of critical themes and an awareness of the protocols and relevant social procedures that underpin current professional life.

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 programme helps individuals make the connection between life-long learning, the wider culture and personal prosperity within the creative economies.

The BA Fine Art programme aims to equip students with the necessary skills to develop independent thought and confidence in their practice. It prepares the students for post-graduate study and further autonomous learning. Many students continue to be successful practising artists after graduating. Six winners of the Turner Prize studied at Goldsmiths, including three from the undergraduate programme, and since 1991 nineteen alumni and alumnae from the undergraduate programme 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 programme is 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 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 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 been 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 is made up of three modules, corresponding to the three years of the programme. Each module contributes 120 credits towards the 360 credits required for the degree. In order to achieve an Honours degree, each module must be passed at 40% or above. It is necessary to pass the module at Level 4 in order to progress to Level 5; likewise, Level 5 must be passed in order to progress to Level 6.

Each module comprises two elements: Studio Practice and Critical Studies. These must both be passed at 40% or above in order to successfully complete the module and proceed to the next Level/graduate:

In order to proceed to Level 5 it is necessary for both parts of the Studio Practice element at Level 4 and for the single part of the Critical Studies element at Level 4 to each be passed at 40% or above.

- ï In order to proceed to Level 6 it is necessary for both parts of the Studio Practice element at Level 5 and for both parts of the Critical Studies element at Level 5 to each be passed at 40% or above.
- ï In order to graduate it is necessary for both parts of the Studio Practice element at Level 6 and for the single part of the Critical Studies element at Level 6 to each be passed at 40% or above.

In the case of Studio Practice, it is possible, at the discretion of the Board of Examiners, to resit the Presentation at Level 4, and the Viva at Level 5 in the late summer. It is not possible to resit the coursework part of the Studio Practice element at any Level, and it is not possible to resit the Final Degree Show in Level 6. In the case of Critical Studies, following the failure of a valid attempt it is possible, at the discretion of the Board of Examiners, to resit any part at Level 4, 5 and 6 in late summer. Marks achieved at each level are multiplied by particular weightings. The module elements, contributory parts, their value, weightings and the modes of examination are listed in the following tables:

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/>).