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Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MA Art and Politics
Name of Interim Award(s)	PGDip Art and Politics
Duration of Study/Period of Registration	1 year full-time or 2 years part-time.
UCAS Code(s)	N/A
QAA Benchmark Group	N/A
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	August 2017
Primary Department/Institute	Politics and International Relations

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

Programme overview

This programme specification summarises the MA degree programme for Art and Politics (MAAP) which will be offered by the Politics Department at Goldsmiths, University of London, from 2009/10. It identifies the learning outcomes and skills that a typical student should achieve and develop by engaging fully in the learning process on offer. Further details of the programme can be found on line at www.goldsmiths.ac.uk and in the Departmental Handbook for Postgraduate Politics students.

At the heart of cultural politics today are a new range of issues: the global 'war on terror'; rising levels of ethnic and civic conflict; issues of human rights and 'humanitarian' intervention; concerns about environmental degradation, immigration and the spread of infectious diseases. In such a climate, questions about the 'autonomy', 'politicality' and the materiality of art are being posed with renewed vigour and urgency. Contemporary arts practices are increasingly claiming political origins and motivations and simultaneously, political parties are seeking endorsements from and the involvement of artists of all kinds. Meanwhile, the increasing desire to commemorate victims of war, terrorism and famine, has lead both to the formation of new partnerships across cultural and political lines but also to the embedding of deep and difficult rivalries. The creative industries and/or heritage museums (such as the V&A) openly collaborate with think-tanks (such as Demos) in order to set out new strategies for the advancement of soft diplomacy and international cooperation between nations. Similarly, there have been significant new developments in international laws dealing with cultural property: for example, increased governmental interests in cultural artefacts and practices have led to heightened interests in aesthetico-political debates particularly with regard to issues of ownership, intellectual property rights, national identity and greater claims for self-determination. Contemporary activist practices are emerging that interrupt and re-invent the languages of both politics and art.

The MA in Art and Politics provides students with the opportunity to explore these issues in a genuinely interdisciplinary setting, using a strong theoretical basis in order to better understand a range of empirical, aesthetic and conceptual issues. it opens up space for the acknowledgment of the ways that contemporary capitalism affects all our lives and reflects on the possibilities of struggling against it. The programme aims to promote independent critical and evaluative skills as well as an intellectual curiosity in the relationship between art and politics. It seeks to expand student's knowledge of the issues which traverse the disciplines of both Art and Political Science, and provide them with a deeper level of understanding into the many facets which lie behind contemporary international politics and artistic

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practices.

Programme entry requirements

Students should normally have successfully completed an undergraduate programme in a relevant subject and obtained a good grade in their final papers (usually an Upper Second Class Honours). However, the Politics Department is committed to widening participation in its degree programmes, including taught postgraduate modules, and welcomes applications from those who have a substantial amount of relevant work experience, but who lack formal qualifications. In such cases entrance is by interview/portfolio or equivalent evidence of research interests as well as the submission of an essay on a topic determined by the department. Applicants who do not have the relevant first degree are encouraged to approach the department informally before submitting an application.

Aims of the programme

The educational aims of the programme are informed by Goldsmiths' declared focus on stimulating knowledge and self-discovery through creative, radical and intellectually rigorous thinking and practice; the Politics Subject Benchmarking Statements; the QAA Code of Practice; the National Qualifications Framework; and the Goldsmiths Learning and Teaching Strategy.

The purpose of this distinctive MA programme is to provide students from a range of disciplines with opportunities to participate in the intellectual and creative challenges opened up by the emerging sub-field of art and politics. Through its core and optional modules, the programme provides a deep and varied engagement with 20th and 21st century thinkers, artists and activists at the cutting edge of an emerging new sub-discipline. It is an exciting as well as a comprehensive programme of study and students are encouraged to develop their political creativity and imagination and to deepen their engagements with existing interests. Taught by a range of scholars, artists and activists, the MA focuses on the practice and experience of its participants via individual and collaborative projects. In this respect, it offers unique opportunities for student involvement in negotiated group or projects settings. Projects may range from constructed, event-based interventions in a public context, to archive-based research and/or working in collaboration with a group or institution. All projects have a material outcome, which can be published, performed, constructed, installed or demonstrated in an appropriate context. In these ways, MAAP combines comprehensive knowledge with group and individual project- work and emphasises both directed learning and varied research practices. Students are encouraged to develop their own ideas with the support and advice of staff, within a learning environment of critical debate and practice.

This MA is designed to provide students with the tools necessary to navigate the critical relationship between Art and Politics and to do so to a level appropriate to progression to doctoral level, employment in cultural policy-related research or in research management in both national and international organisations. The programme also provides opportunities to explore a range of topics in the fields of art, politics, cultural studies, sociology, visual cultures, anthropology etc. through a variety of optional modules.

What you will be expected to achieve

Students who successfully complete the Postgraduate Diploma in Art and Politics will have demonstrated achievement of the following outcomes.

Knowledge and Understanding		Taught by the following modules
A1	The interconnectedness of culture, politics and society in the 20th and 21st centuries	Art & Politics 1: Theory, History, Event
A2	A range of creative and political practices which test the boundaries of both 'Art' and 'Politics'	Group Project

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A3	A range of major works in art theory, international politics, cultural politics, political theory, aesthetics and visual culture.	Art & Politics 1: Theory, History, Event
A4	The relationship between theory and practice as it relates to the study of the art and politics. An understanding of 'context' and how this bears on the reading, understanding and outcome of practical project work.	Art & Politics 1: Theory, History, Event; Group Project
A5	Through material outcomes and evidence, a broad reflexive and critical approach to research and in relation to the project element, an ability to take responsibility for this in the context of its public presentation	Art & Politics 1: Theory, History, Event; Group Project
A6	The techniques and strategies employed in the making, curating and exhibition of 'work' and how these can be thought about in a variety of public contexts	Art & Politics 1: Theory, History, Event; Group Project

Cognitive and Thinking Skills		**Taught by the following modules**
B1	Demonstrate a high-level understanding of the core theoretical tools in the emerging subfield of Art and Politics.	Art & Politics 1: Theory, History, Event; Dissertation
B2	Critically examine and apply a range of ideas, theories and practices, found in artistic, non-academic and academic sources, to contemporary international aesthetic-political events, practices and processes.	Art & Politics 1: Theory, History, Event; Group Project
B3	Produce written work of a standard that fully meets the expectations of assessors and examiners and satisfies the requirement that written work is presented, organised and referenced in ways that accord with established academic criteria and standards in the discipline of politics	Art & Politics 1: Theory, History, Event; Dissertation
B4	Systematically and creatively engage in debates relating to art and politics and relate these to contemporary issues in original and imaginative ways	Art & Politics 1: Theory, History, Event; Group Project
B5	Critically engage theories and methodologies relevant to art and politics and generate intellectual engagement with these through a choice of options.	Art & Politics 1: Theory, History, Event; Group Project; elective module options
B6	Critically and creatively present group project work to public audiences	Group Project
B7	Offer reasoned and informed introductions to their projects, in terms of concept, strategy, imagined outcome(s) and audience(s)	Group Project
B8	Make good use of a wide range of academic, artistic and other agents and expertise in presenting, developing and implementing projects	Group Project
B9	Produce project-work that satisfies the requirement that work is constructed, organised, or curated in ways that accord with criteria, standards and limits set out within the choice, development and context of their own research projects and that this is of a	Group Project

	standard that meets the expectations of assessors and examiners.	

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Conceptualise and articulate contemporary theoretical and empirical debates and practices that occur in relation to notions of culture and politics	Art & Politics 1: Theory, History, Event; Group Project; elective module options
C2	Creatively apply critical skills to the theory and practice of art and politics	Art & Politics 1: Theory, History, Event; Group Project;
C3	Through material outcomes and evidence, develop a broad reflexive and critical approach to research and in relation to the project element, an ability to take responsibility for this in the context of its public presentation	Art & Politics 1: Theory, History, Event; Group Project;
C4	Demonstrate an understanding of 'context' and how this bears on the reading, understanding and outcome of practical project work	Art & Politics 1: Theory, History, Event; Group Project;

Transferable Skills		Taught by the following modules
D1	Effectively communicate, explain and debate in a wide range of contexts and with a broad range of interlocutors (from both the fields of art and politics), including designing and producing produce clear and well- structured written work on specific themes/topics or events;	Art & Politics 1: Theory, History, Event; Group Project; elective options
D2	Exercise initiative and personal responsibility in effective independent work with the attendant skills of work organisation, time planning, independent decision making and keeping to deadlines under often complex and unpredictable circumstances	Art & Politics 1: Theory, History, Event; elective options
D3	Work productively in a group, organising and allocating responsibilities and providing mutual support.	Group Project
D4	The ability to communicate ideas and information through a variety of non-discursive means and with a variety of audiences.	Art & Politics 1: Theory, History, Event; Group Project; Individual Project
D5	The skills to access and utilise required materials, expertise and contexts for dedicated project-work.	Group Project

In addition to the above learning outcomes, students who successfully complete the MA in Art and Politics will also have demonstrated the achievement of the following learning outcomes:

Knowledge and Understanding		Taught by the following modules
A1	Methods, concepts and terminologies employed in the study of Art Theory, Visual Culture, Cultural Studies, International Politics and the interpretation of political art / actions in the contemporary world.	Dissertation
A2	Ideologies and theories that have most powerfully shaped and influenced contemporary international political art theory, practices and debates.	Dissertation

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Cognitive and Thinking Skills		Taught by the following modules
B1	An ability to make sophisticated and discriminating use of the language and concepts found in contemporary international politics and in contemporary art, critical theory and visual culture.	Dissertation
B2	An ability to formulate and present views, in a coherent and persuasive fashion, about the relationship between art, politics and broader cultural events.	Dissertation
B3	An ability to ccurately present and critically evaluate rival views of the 'proper' relationship between art and politics.	Dissertation
B4	An ability to undertake independent research – utilising electronic and conventional library resources as well as materials from primary and secondary sources – into the relationship between art, politics, issues and processes.	Dissertation

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	The techniques and strategies employed in the making, curating and exhibition of 'work' and how these can be thought about in a variety of public contexts	Dissertation

Transferable Skills		Taught by the following modules
D1	The experience of using research strategies to a level appropriate to progression to doctoral level or in research management.	Dissertation
D2	The ability to appraise critically existing studies, evaluate their usefulness, and be able to apply this learning both in critical and practical research projects.	Dissertation
D3	The ability to undertake independent research projects through dissertations and project work.	Dissertation
D4	The capacity to utilise their experience of using research and practical strategies to a level appropriate to progression to doctoral level.	Dissertation

How you will learn

The department is strongly committed to the use of seminars in delivering its curriculum at post-graduate level, and in engaging its students in the learning process. All modules provide students with an opportunity to participate in discussions designed to explore and reinforce the knowledge they have gained through reading and making presentations. Seminars use a range of methods including lectures, student presentations, group work, workshops, debates and 'battles'.
The MAAP programme also provides dedicated members of staff who co-ordinate regular weekly (or more frequent) group tutorials for the practical and critical progression of projects. Workshops are designed to compliment the regular use of lectures or seminars in that they provide a critical, reflexive environment in which students discuss all aspects of their project work and within this environment. Individual feedback tutorials are also provided where necessary to discuss and critique individual and project development. These supplement and consolidate knowledge and understanding listed in the learning outcomes.
In recognition of the trans-disciplinary nature of this programme, MAAP students are expected to make

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regular visits to relevant cultural and other events across London. This ensures that students keep abreast of new artistic practices and strategies and have access to art practitioners and academics. This experience also creates new opportunities for reflection and critical evaluation in related, but different intellectual and critical settings.

The project-based element of the MAAP programme sets it apart from many other MA programmes and is designed to develop the students critical, creative, practical and reflexive skills in a manner which compliments and critiques the other elements of the MAAP programme. Project work enables students to test ideas, proposals and propositions in relation to outcomes and audiences. It demonstrates and consolidates commitment to and development of a particular project and necessitates a 'practical' or 'pragmatic' result, wherein a public or audience can encounter it.

Students have high levels of interaction with staff - not only during regular office hours, lectures, seminars and workshops but also in addition to timetabled teaching, MAAP students are able to obtain additional support from academic staff (live, by Skype and on email), through additional project-specific workshops and again, where useful in relation to specific projects, additional expertise is made available where necessary through Visiting Tutors. Workshops help to inculcate knowledge and understanding and provide an environment in which students can demonstrate and discuss the requisite subject specific learning outcomes. Workshops provide an environment which is conducive for the learning and teaching of transferable skills, focusing particularly on the preparation for, and feedback from, assessed summative and unassessed formative work.

Each full-time member of the academic staff offers at least two guaranteed office hours per week during term time (though in practice this is much higher). Support for independent study is constantly being developed and improved, and students now benefit from the wide range of facilities available in the Rutherford Information Services Building (RISB). The RISB provides access to and advice on the use of a wide range of library and electronic resources. Students have access to the British Library's social science holdings, and the libraries at the London School of Economics and Senate House which together hold an extensive collection of books and journals in the field of International Relations. The department enjoys corporate membership of the Royal Institute of International Affairs (Chatham House). This allows students the chance to benefit from the many events hosted by Chatham House as well as use its library which holds an excellent stock of subject specific material. In addition, a wide range of audio- visual materials are available to all postgraduate students within the RISB collection as well as Media training and editing facilities are available as and when students need them during their project-based work. Students can work by appointment with studio staff at the Media Research Laboratories.

How you will be assessed

In order to be eligible for the award of the degree students must achieve a pass in each of the components that make up the degree programme.

Core module, Art & Politics 1: Theory, History, Event (30 CATS) Core module, Art and Politics 2: Group Project (30 CATS)
Option(s) 60 CATS: Of these, at least 30 CATS must be completed within the Politics Department from a list provided by the Department at the beginning of the academic year. The other 30 CATS can be derived EITHER from the list provided by the Department at the beginning of the academic year OR from other modules from other departments in the college approved by the Department of Politics but cannot amount to more than 30 CATS from outside the Department
Dissertation (60 CATS)

Outcomes are assessed – both summatively and formatively – through coursework, presentations, written papers, group project work and the dissertation. Student skills in writing are strongly promoted across the programme by the requirement to submit written work in the form of assessed coursework.

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Art & Politics 1: Theory, History, Event Assessment: 1 in-depth 4,000-5,000 word essay, delivered at the end of the Autumn term.

Art and Politics 2: Group Project Assessment:
The Group Project requires students to collectively develop and present a group project in an appropriate form and public context. Students are required to document this project extensively and present it in a public context.

Assessment consists of 6,000 words or equivalent in order to meet the project brief. Each year these tasks will be specified at the beginning of the term based on the project that year.

Projects have a student-centred material focus, complementing the theoretical emphasis of core and optional modules, and seek to raise awareness of particular issues and draw attention to their position in the public arena. They may be written, broadcast, performed, curated, made, or involve any other kind of appropriately documented submission.

Project work is monitored and co-ordinated by three project module staff who oversee students' individual needs while ensuring that there is continuity of support and that there are opportunities to build upon both individual and collective strengths and weaknesses. It is also supplemented, where necessary, with additional input from specialist visiting tutors.

Dissertation:
Students also submit a 10,000 word dissertation at the end of the module on a topic which is conducted under the supervision of a member of staff. The criteria for assessing written work are set out clearly in the programme handbook and underline the importance attached by staff to clear expression, informed argument and a rigorous, analytical approach to the study of art and politics.

In addition to summative forms of assessment, students benefit from formative assessment in the shape of feedback and discussion that is designed to facilitate improvement of their subject specific skills through a critical and constructive appreciation of the strengths and weaknesses of their written work, their contributions to seminar discussions; project-based work and accompanying workshops as well as oral presentations. Student powers of self-expression, along with their willingness and ability to participate in open discussions, are developed throughout the degree programme. Members of the academic staff offer specific guidance for students designed to assist and encourage them to develop their range of skills. Tutors are available to support postgraduates and serve as an important source of individual guidance to students about such matters as time management, information management, use of bibliographical resources and the development of analytical and communication skills.
Specifically, knowledge and understanding A1-8 and subject specific skills C1-2 are assessed in coursework essays, presentations and the dissertation insofar as the demonstration of these learning outcomes provides evidence that students have acquired the requisite knowledge to be awarded the degree. Cognitive skills B1-7 are also assessed by the dissertation and the module essays with particular attention in essays and the dissertation to the achievement of B6 and B7. Transferable skills D1-D5 and D7-10 are assessed through all forms of assessment on the module. Skills D7-D10 pertain especially to the coursework essays and the dissertation. The oral communication skills in C1 are assessed formatively via seminar presentations and discussions as are the group skills identified in D6. Skills D6, D9-12 pertain particularly to group project work.

Assessment Criteria
The project is assessed in relation to student's own rationale, aims and objectives which the work seeks to define. It is also assessed in relation to its impact on targeted audiences. The project sets up particular conditions, inclusions/exclusions, targets etc. which the student moves towards or away from in the realization of the work. The manner in which a student deals with this critically and reflexively, individually and collectively, determines the form, context and quality of the project.

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Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	Represents the overall achievement of the learning outcomes and the skills below to an exceptional level
70-79%	Distinction	Represents the overall achievement of the learning outcomes and the skills below to an excellent level: • Clear and logical argument with appropriate linkages • Analytical use of key concepts in exposition • Appropriate location in relevant literature • Relation of theoretical and empirical material • Location of subject within a wider framework of debate • Good use of theory in structuring hypotheses • Skilled application of selected research techniques • Thorough organisation and planning • Location and use of source materials • Implementation of strategies for collecting information • Clarity of expression and appropriate use of language • Accuracy in spelling, grammar and punctuation • Consistency and thoroughness in referencing and bibliography
60-69%	Merit	Represents the overall achievement of the appropriate learning outcomes to a good level. There will be very good use of many or most of features outlined above. However some aspects will be less fully realised. The work will not be as strongly original, distinctive or individual as a 70%+ grade answer. • Overall structure of the argument is clear and coherent • Evaluative use of key concepts • Location of argument within relevant literature • Awareness of relation between theory and empirical data • Knowledge of position of subject matter in wider debates • Use of theoretical material in structuring hypotheses • Application of selected research techniques • Effective organisation and planning • Accessing relevant sources • Competent implementation of strategies for collecting information • Clarity of expression • Appropriate spelling, grammar and punctuation • Consistent use of referencing and bibliography
50-59%	Pass	Represents the overall achievement of the appropriate learning outcomes to a threshold level. There will be good use of some of the features of a 70%+ grade answer. However, some elements will be only partially realised. The work will not contain any serious omissions or irrelevancies. • Most of the argument will be clearly structured • Understanding and recognition of key concepts • Recognition of most of the relevant literature

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		- Limited, though fairly sound, use of theory and empirical data - Some understanding of wider debates surrounding the subject - Limited use of theory in structuring hypotheses - Satisfactory use of chosen research methods - Reasonable organisation and planning - Accessing some relevant sources - Limited use of strategies for collecting information - Reasonably clear expression - Mostly correct spelling, grammar and punctuation - Referencing and bibliography broadly in line with guidelines
30-49%	Fail	Represents an overall failure to achieve the appropriate learning outcomes. There may be errors, omissions or irrelevancies and significant elements of the learning outcomes and skills will be unmet. - Unclear structure and logical progression - Limited understanding of key concepts - Limited recognition of relevant literature - Uneven use of theoretical and empirical materials - Little understanding of wider debates surrounding the area - Uneven application of theory in structuring hypotheses - Uneven application of selected methods - Limited organisation and planning - Limited accessing of relevant sources - Lack of clarity in expression - Mistakes in spelling, grammar and punctuation which impede clarity - Referencing and bibliography only partially accurate
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes. Students will show minimal or no evidence of knowledge or understanding of key themes and issues. The work will suffer from one ore more of the following: - Structure and logic are weak and muddled - Very limited understanding of key concepts - Little recognition of relevant literature - Little use of theoretical and empirical material - Very little understanding of the subject in the context of wider debates - Very limited application of theory in structuring hypotheses - Poor application of selected research methods - Disorganised research and lack of planning - Little accessing of relevant sources - Unclear expression which distorts argument - Many mistakes in spelling, grammar and punctuation - Little accuracy in referencing and bibliography
1-9%	Very bad fail	A submission that does not address the specified

		learning outcomes (shall be deemed a non valid attempt and the unit must be re-sat). The work will suffer in some degree from most or all of the characteristics below: • Structure and logic are very unclear • Little or no understanding of key concepts • Very poor or no recognition of relevant literature • Very poor or no use of theoretical and empirical material • No recognition of subject in the light of wider debates • Poor application of theory in structuring hypotheses • Very poor application of selected research methods • Very poor organisation and planning • Very poor or no accessing of relevant literature • Very unclear expression which distorts argument • Very poor spelling, grammar and punctuation • No referencing or bibliography
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

Duration of Programme of study

Full-time: one calendar year Part-time: two calendar years

Progression Requirements:
Part-time students take core module 'Art & Politics 1: Theory, History, Event' (30 CATS) in the first year. Normally, a further 30 (elective) CATs are undertaken in the first year. In their second year, P/T students take 'Art and Politics 2: Group Project' (30 CATS); a further (normally) 30 (elective) CATs and a dissertation (60 CATS). The dissertation must be completed and submitted by mid-September of the year of completion.

Part-time students must pass modules to the value of 60 credits (including one core module) in order to progress to the second year of the programme.

All students* must pass modules to the value of 90 credits (including both core modules) in order to progress to the dissertation.

*students recorded as absent with medical or other acceptable extenuating circumstances (ABM) will normally be exempted from this requirement."

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Art and Politics 1: Theory and History	PO71016A	30	7	Core	1
Group Project	PO71019E	30	7	Core	2
Dissertation	P071020B	60	7	Core	3
Optional modules to a value of 60 CATS, at least 30 CATS of which should be from within the Department of Politics		60	7	Core	1-2

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 progrmme 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 endure 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.

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)

Links with employers, placement opportunities and career prospects

The programme is especially attractive to those who have a passionate interest in both art and politics. Arts and Politics alumni have found employment in museum and gallery curating, project management, journalism, law, non-governmental organisations, biennials, higher education, media (broadcast, digital and traditional) public relations, as well as disparate positions in a range of other institutions, associations and outlets. MAAP graduates have had disproportionate success in procuring doctoral

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funding and fellowships. In addition to this, project work affords many valuable opportunities for liaison with a wide range of professionals: for example, projects have involved collaboration with organisations and institutions such as London Eye, Museum of London, Palace of Westminster, Millwall FC, Wormwood Scrubs and a variety of synagogues, restaurants, NGOs and art-collectives (amongst others). Students also benefit from direct engagement with artists, activists, architects, curators, dramaturges and performing arts professionals.

The requirements of a Goldsmiths degree

Master's Degrees
All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification
There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: http://www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

N/A

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/).

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