Goldsmiths
UNIVERSITY OF LONDON

MFA Fine Art
Programme Specification

Awarding Institution: University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Final Award: MFA Fine Art

Programme Name: MFA Fine Art

Total credit value for programme: 300 credits

Name of Interim Exit Award(s): Postgraduate Diploma in Fine Art

Duration of Programme: Two years Full time, Four years Part Time

UCAS Code(s): Not applicablecura

HECoS Code(s): (100059) Fine Art

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: November 2022

Home Department: Art

Department(s) which will also be involved in teaching part of the programme:
Not applicable

Programme overview

MFA in Fine Art subjects art-making to sustained and rigorous critical scrutiny. Artists on the programme actively engage in seminars, tutorials and lectures to strengthen the motivation, self-reflection and ambition of their practice and its leading ideas. While on the programme students will continually engage with what it means to practice as an artist today and the position taken by an art-practice in relation to art's complex history and its currency in wider social and cultural processes. A leading concern of the MFA Fine Art at Goldsmiths is to enable emerging artists to build a sense of a sustainable independent artistic practice with the capacity to transform prevalent expectations of what art can be.

Pedagogy on the MFA Fine Art is almost entirely student-centred. The principal learning and teaching elements of the programme are group crits and tutorials based on the students' art-making. The students develop the key concerns and ideas in their work and recognise their and their individual and and inter-dependent development.

Given the extensively international cohort of artists on the programme and the open range of media welcomed in it, a primary concern in discussion is how a particular artist's work and ideas are understood in and across different social, artistic and intellectual contexts. To that end we provide a talks programme that builds students' understanding of concerns relating to contemporary art in broader contexts.

Programme entry requirements

Applicants to either full-time or part-time Year One of the programme are normally expected to hold a first degree of at least second-class standard in a degree with a substantial Fine Art component or can demonstrate an established fine art practice sufficient to qualify them for entry.

Applicants must show through their digital portfolio and application statement that they are able to:

- produce innovative artwork appropriate to the complexity of concerns within critical art;
- demonstrate a clear understanding of their individual artistic and critical concerns;
- have a well-informed insight into the relationship between their own concerns and their art practice at the point of application;
- reflect critically on thematic and material approaches to artistic practice within the relevant socialor and artistic contexts.

Programme learning outcomes

The Learning Outcomes for Postgraduate Diploma in Fine Art are that upon its completion the student should be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	demonstrate a clear contextual understanding of their individual artistic and critical concerns	Exhibition, Studio Practice, Critical Studies
A2	evaluate what constitutes professionally excellent level of attainment in relation to their own practice	Exhibition, Studio Practice
A3	have a well-informed insight into the relation between their own interests and the critical concerns in contemporary art	Studio Practice, Critical Studies

| A4 | produce innovative artwork appropriate to the complexity of concerns within critical art practices | Exhibition, Studio Practice |
| A5 | undertake independent artistic practice and research | Studio Practice, Critical Studies |

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	apply conceptual knowledge and critical reasoning to self-directed aims	Studio Practice, Critical Studies

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	utilise source material effectively to attain innovative objectives of their individual practice and research	Exhibition, Studio Practice, Critical Studies

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	reflect critically on thematic and material approaches to artistic practice and criticality within a broader cultural and socials context	Exhibition, Studio Practice, Critical Studies
D2	apply organisational skills and management to self- directed projects	Exhibition, Studio Practice, Critical Studies
D3	articulate their own concerns in response to other art practices	Critical Studies

Students who successfully complete the second year of the programme and graduate with a MFA Fine Art will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	engage in independent and original practice and research with their critical art practice	Exhibition, Studio Practice, Critical Studies

A2	demonstrate the attainment of professional excellence in their own practice	Exhibition, Studio Practice
A3	understand the concerns of their practice at a level of professional excellence	Studio Practice, Critical Studies

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Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	articulate and deploy comprehensive and innovative critical analyses of their own practice	Exhibition, Studio Practice, Critical Studies
B2	Investigate, analyse and deploy cultural, historical and theoretical resources at a high level in the evaluation their own critical art practice	Exhibition, Studio Practice, Critical Studies
B3	independently how established artistic and critical approaches and methods allow desired outcomes to be achieved	Exhibition, Studio Practice, Critical Studies
B4	demonstrate an understanding of how established artistic and critical approaches can be utilised to attain self-directed ends	Exhibition, Studio Practice, Critical Studies
B5	demonstrate an innovative application of conceptual knowledge and critical reasoning for self-directed aims	Exhibition, Studio Practice, Critical Studies

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	produce original artwork appropriate to the complexity of critical concerns within the relavant artistic context	Exhibition, Studio Practice

C2	utilise source material effectively for achieving the original and self-directed objectives of their individual practice and research	Studio Practice, Critical Studies
C3	evaluate critically the means and materials of production that are appropriate for making new work	Exhibition, Studio Practice

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	independently identify the aims and ambitions of their own practice and concerns in appropriate critical contexts	Exhibition, Studio Practice, Critical Studies
D2	clearly articulate their critical relation to their own concerns and in response to the salient context	Exhibition, Studio Practice, Critical Studies

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	Overall - The student's presented work demonstrates an exceptionally clear understanding of the concerns of their practice in terms of its professional excellence; is exceptionally original in its exhibition of practice and research; deploys comprehensive and outstandingly innovative critical analyses of the concerns and contexts of their practice; utilise source material highly effectively in order to achieve the original and self-directed objectives of their individual practice and research. Exhibition - The exhibited practice: demonstrates outstanding originality and independence; evidences a comprehensive critical analysis of the appropriateness of the means and material of their production; deploys outstandingly innovative and comprehensive critical analysis of the contexts and concerns of the student's own practice. Tutorial Reports - The Collection of Tutorial Reports: demonstrate an outstanding comprehension of the concerns

		of the student's own practice; clearly and comprehensively identifies the aims and ambitions of the student's practice; precisely and rigorously articulate a critical and imaginative analysis of the concerns of the student's practice in response to others' views on it. Critical Studies - The Essay of Research Reports and Essay for Critical Studies: demonstrate highly original independent research advancing the student's understanding and contextualisation of their key concerns; comprehensively and rigorously analyse the relevant sources to establish a well- articulated independent critical position; clearly demonstrate that the adopted mode of writing enables the rigorous articulation of an independent and imaginative critical position.
70-79%	Distinction	Overall - The student's presented work: demonstrates a high degree of understanding the concerns of their practice in terms of its professional excellence; is highly original in its exhibition of practice and research; deploys comprehensive and highly innovative critical analyses of the concerns and contexts of their practice; utilises source material effectively in order to achieve the original and self- directed objectives of their individual practice and research. Exhibition - The exhibited practice: demonstrates a high originality and independence; evidences a thorough critical analysis of the appropriateness of the means and material of their production; deploys highly innovative and comprehensive critical analysis of the contexts and concerns of the student's own practice. Tutorial Reports - The Collection of Tutorial Reports: demonstrate a high level comprehension of the concerns of the student's own practice; clearly and comprehensively identifies the aims and ambitions of the student's practice; clearly articulate a critical and imaginative analysis of the concerns of the student's practice in response to others' views on it. Critical Studies - The Essay of Research Reports and Essay for Critical Studies: demonstrate highly original

		independent research advancing the student's understanding and contextualisation of their key concerns; rigorously analyse the relevant sources to establish a very well-articulated independent critical position; clearly demonstrates that the adopted mode of writing enables the clear articulation of an independent and imaginative critical position.
60-69%	Merit	Overall - The student's presented work: demonstrates a good understanding the concerns of their practice in terms of its professional excellence; is very original in its exhibition of practice and research; deploys comprehensive and innovative critical analyses of the concerns and contexts of their practice; utilises source material well in order to achieve the original and self-directed objectives of their individual practice and research. Exhibition - The exhibited practice: demonstrates a good degree originality and independence; evidences a clear critical analysis of the appropriateness of the means and material of their production; deploys innovative and comprehensive critical analysis of the contexts and concerns of the student's own practice. Tutorial Reports - The Collection of Tutorial Reports: demonstrate a good level comprehension of the concerns of the student's own practice; clearly identifies the aims and ambitions of the student's practice; articulates well the critical or imaginative analysis of the concerns of the student's practice in response to others' views on it. Critical Studies - The Essay of Research Reports and Essay for Critical Studies: clearly demonstrate independent research advancing the student's understanding and contextualisation of their key concerns; clearly analyses the relevant sources to establish an independent critical position; demonstrates that the adopted mode of writing enables a good articulation of an independent or imaginative critical position.
50-59%	Pass	Overall - The student's presented work: demonstrates an

		understanding the concerns of their practice in terms of its professional excellence; is innovative in its exhibition of practice and research; deploys adequate critical analyses of the concerns and contexts of their practice; utilises source material in order to meet the self-directed objectives of their individual practice and research. Exhibition - The exhibited practice - demonstrates some originality or independence; evidences critical analysis of the appropriateness of the means and material of their production; deploys adequate critical analysis of the contexts and concerns of the student's own practice. Tutorial Reports - The Collection of Tutorial Reports - demonstrate a comprehension of the concerns of the student's own practice; identifies the ambitions of the student's practice; articulates the critical or imaginative analysis of the concerns of the student's practice in response to others' views on it. Critical Studies - The Essay of Research Reports and Essay for Critical Studies - demonstrate independent research advancing the student's understanding and contextualisation of their concerns; analyse the relevant sources to establish an independent critical position; demonstrate that the adopted mode of writing articulates an independent critical or independent position.
30-49%	Fail	Overall - The student's presented work: does not demonstrate any understanding the concerns of their practice in terms of its professional excellence; fails to adequately address its exhibition of practice and research; deploys little critical analyses of the concerns and contexts of their practice; does not utilise source material appropriately or critically. Exhibition - The exhibited practice: demonstrates little originality or independence; evidences little critical analysis of the appropriateness of the means and material of their production; does not deploy critical analysis of the contexts and concerns of the student's own practice.

| | | Tutorial Reports - The Collection of Tutorial Reports: demonstrate little comprehension of the concerns of the student's own practice; does not identify the ambitions of the student's practice; has no critical or imaginative analysis of the concerns of the student's practice in response to others' views on it.

Critical Studies - The Essay of Research Reports and Essay for Critical Studies: does not demonstrate independent research or contextualisation of their concerns; fails to analyse the relevant sources to establish a critical position; does not demonstrate that the adopted mode of writing enables the articulation of a critical or independent position. |
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| 10-29% | Bad fail | Overall - The student's presented work: demonstrates no understanding the concerns of their practice in terms of its professional excellence; does not address its exhibition of practice and research at all; deploys no critical analyses of the concerns and contexts of their practice; does not utilise source material.

Exhibition - The exhibited practice: demonstrates no originality or independence; evidences no critical analysis of the appropriateness of the means and material of their production; does not deploy any critical analysis of the contexts and concerns of the student's own practice.

Tutorial Reports - The Collection of Tutorial Reports: demonstrate no comprehension of the concerns of the student's own practice; fails to identify the ambitions of the student's practice; has no analysis of the concerns of the student's practice in response to others' views on it.

Critical Studies - The Essay of Research Reports and Essay for Critical Studies: demonstrate no research or contextualisation of their concerns; fails to analyse any source- material; demonstrates a mode of writing that fails to articulate a critical or independent position. |
| 1-9% | Very bad fail | A submission that does not even attempt to address the specified learning outcomes. |

0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

Mode of study

The programme can be attended in full-time attendance or part-time mode throughout.

Full-time Year One of the MFA (which should also be understood to be equivalent to part-time Year One and Two unless otherwise specified) enables students to establish a professional practice by achieving a firm sense of direction for their art practice and its concerns.

This level of attainment is further developed in full-time Year Two of the programme (equivalent to part-time Years Three and Four). This stage of the programme enables students to reflect more rigorously on the artistic and critical concerns inherent to their practice through individually directed research. Through this, students bring their practice to a level of professional and academic excellence.

Full-time Year One of the programme takes an academic year and has a CATS value of 120 ('credits'). Students may take advantage of an exit point at the end of the first year of the programme and graduate with a Postgraduate Diploma in Fine Art. This year is therefore also known as the 'Diploma stage' of the programme.

On successful completion of full-time Year Two, students who have completed both years of the programme are awarded the MFA with 300 CATS credits. Students who enter directly into Full Time Year Two (or Part Time equivalent) are awarded 180 CATS.

Marks from full-time Year One (or part-time Year Two) do not carry forward or contribute to the final classification for full-time Year Two (or part-time Year Four).

The grades for the award of the MFA Fine Art are based on the marks for the Year 2 submissions only.

Programme structure

Full-time mode

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Full Time Year 1	FA71069A	120	7	Compulsory	1,2,3

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Full Time Year 2	FA71070A	180	7	Compulsory	1,2,3

Part-time mode

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Part Time Year 1	FA71071A	60	7	Compulsory	1,2,3
Part Time Year 2	FA71072A	60	7	Compulsory	1,2,3

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Part Time Year 3	FA71073A	60	7	Compulsory	1,2,3
Part Time Year 4	FA71074A	120		Compulsory	1,2,3

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an

opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success. All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the Library and information available on Learn.gold (VLE) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the Goldsmiths website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Disability and Wellbeing Services maintain caseloads of students and provide on-going support.
The Careers Service provides central support for skills enhancement, running The Gold Award scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report (HEAR).

The Centre for Academic Language and Literacies works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Employability and potential career opportunities

Students completing the programme establish themselves as artists of significance in the field of contemporary fine art. Many have won prizes as well as showing in exhibitions of

international importance. They have also had work acquired by museums and national collections. Several graduates of the programme proceed to research-level study in various fields of Fine Art whilst others establish themselves as teachers in the subject area. Several have established reputations as writers on contemporary art, some in journals of national and international status. Others have gone on to teach on, and lead, Fine Art programmes in Higher Education.

Upon completion of the MFA programme the majority of graduates continue with the critically informed art pratices they have fostered at Goldsmiths and go on to contribute effectively to the development of contemporary fine art in whichever cultural location and working practice they are situated. These individual and collective undertakings are arguably as important since they effect a 'tectonic' change in the concerns and critical competencies of contemporary fine art with respect to the cultures in which it takes place and which it addresses.

The programme supports students' professional development with the following provisions:

- The Visiting Tutor programme allows students to make direct contact and build networks with established artists, curators, gallerists and writers.
- The Writing for Artists workshops provide training to students for writing statements and applications. Professional Practice talks invite professional artists, mostly graduates of the programme to discuss careers.
- The CCA employs students as gallery assistants.
- The Junior Fellow scheme employs graduates provide experience of organisation administration on programmes within the Department.
- The Exhibitions Hub supports current and recent students to make exhibitions that will help their transition into a professional art practice

Programme-specific requirements

Not applicable

Tuition fee costs

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

Specific programme costs

Variable