

BA (Hons) Arts Management

Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: BA (Hons) Arts Management

Name of Interim Exit Award(s):

Certificate of Higher Education in Arts Management

Diploma of Higher Education in Arts Management

Duration of Programme: 3 years full-time

UCAS Code(s): N2V3

HECoS Code(s): (100811) Creative Management

QAA Benchmark Group: N/A

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: December 2020

Home Department: Institute for Creative and Cultural Entrepreneurship (ICCE)

Department(s) which will also be involved in teaching part of the programme:

Computing, Media, Communications and Cultural Studies, Music, Sociology, Theatre and Performance

Programme overview

The BA (Hons) Arts Management (BAAM) programme aims to equip you for working life in the arts and culture arena, with a specific focus on managing the arts. Our degree will prepare you for a career in this important and expanding sector of the global economy. You will develop a powerful combination of theoretical insights and management-practice skills that will lead to success in this sector. On this exciting programme, you'll learn how to understand arts and creative organisations, from small community endeavours through to world renowned, flagship organisations. You will prepare for a career in this fascinating area, with skills to manage and run organisations in the arts and cultural sectors – from museums, galleries, theatres, dance and live music venues, through to festivals and cultural centres. You'll explore audience development, events planning, budgeting and fundraising and other key arts-management skills through academic and professional practice modules, talks from experts, and visits to cultural organisations. You will also learn about arts and

cultural theory, and you will choose from a range of options modules in the arts, music, media, and theatre. You'll get the chance to learn directly from arts organisations and cultural businesses, through visits and talks, as well as a direct professional practice experience in your second year. You may choose to seek a work placement or to co-organise and run an event as part of your studies in your final year. With the wide range of skills you'll develop, you'll graduate with excellent potential for a career in the arts and culture sector.

The BA Arts Management Programme is uniquely suited to prepare you for a career in arts management. The programme is run by Goldsmiths' Institute of Cultural and Creative Entrepreneurship (ICCE), a department with decades of experience in successfully educating arts administrators at the MA level. The expertise of ICCE staff, the network of employed graduates, and departmental links with over 100 cultural organisations (our 'Partners in Learning') combine synergistically to offer you a leading-edge and effective programme of study at the BA level. We are proud to use London as our classroom giving, you unrivalled access to a diverse range of cultural organisations.

The programme strikes a balance between theories associated with arts management and the practical demands of work in the sector. As a result, your first year will blend an introduction to cultural studies and visual methods with applied knowledge of arts and events management. This will be complimented by an overview of business models for arts and cultural provision in London and an introduction to fundraising.

In second year, your knowledge is developed by focusing on artistic and cultural businesses. You will also explore crucial questions associated with audiences. Concurrently, you will take a group professional practice module, which will offer you a supported experience in professional practice and set the groundwork in preparation for your 3rd year professional practice project. In the second year, you will study cultural policy and theory and research on the production, distribution and consumption of the arts. You will choose 30 credits of options from modules offered by ICCE and other departments.

The third year focuses on the dissertation and professional practice project. These modules give you the opportunity to explore issues and questions which you find particularly compelling, allowing you to specialise. Both the dissertation and the professional practice project involve significant independent work, which will hone your skills and provide evidence to employers, and to yourself, of your significant achievements. Both modules contain a taught component, which provides you with support, as will your dissertation and professional practice tutors. You will also choose 30 credits of options from ICCE allowing you to tailor the programme to your interests.

You will also benefit by the programme's local context: Goldsmiths' exciting cultural opportunities, stimulating campus life, and its setting in London, a globally leading cultural and creative city, make this the perfect place to study arts management.

Programme entry requirements

A-level: BBB BTEC: DDM

IB: 33 points including three HL subjects at 655

Access: Pass with 45 Level 3 credits including 30 Distinctions and a number of merits/passes

Scottish qualifications: BBBBC (Higher), BBC (Advanced Higher)

European Baccalaureate: 75%

Irish Leaving Certificate: H2, H2, H2, H2

For overseas students: IELTS 6.0 (with a minimum of 6.0 in the written test and no individual test lower than 5.5)

Aims of the programme

The arts and cultural sector is one of the quickest-growing sectors in the UK and world-wide. There is a clear labour-market demand for people with the management skills to support this sector, both domestically and abroad. Therefore, with respect to the area of study and the skill sets imparted, the BA (Hons) Arts Management Programme will be of interest to you if you wish to be part of this vibrant and growing sector, and to work professionally and creatively to support artistic activity in a variety of artistic disciplines and cultural/creative industries. Furthermore, London and the UK are internationally recognised as world-leading in the creative sector, and Goldsmiths' Institute of Creative and Cultural Entrepreneurship (ICCE) has a proven track record in educating successful arts administrators from across the globe; consequently, the programme will appeal to you if you are excited by a vibrant, international scene, whether you hail from the UK, the EU, or overseas countries.

The BA (Hons) Arts Management Programme aims to:

- Equip you for working life in the arts and cultural arena, with a specific focus on working in and managing the arts.
- Develop your understanding of the arts and of the cultural industries, their management and organisation, and their place in society.
- Improve your capacity to think critically about the arts and arts management.

- To enable use to use a range of analytical tools and techniques in order to manage events and artistic/cultural businesses.
- Enhance your communicative, analytical, and organisational skills and the confidence and knowledge to apply them in your career after graduation.
- To equip you to become an effective global citizen.
- Meet a clear need for arts managers in the UK and global creative economy.

What you will be expected to achieve

A typical candidate leaving with a **Certificate of Higher Education in Arts Management** (120 credits, normally after one year of study, in situations in which a student cannot complete the BA or a Diploma) will have achieved the following learning outcomes:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a basic knowledge of concepts of arts and culture and their place in society.	L4 compulsory modules
A2	Show a basic understanding of arts management tools.	L4 compulsory modules
A3	Demonstrate a basic appreciation for interdisciplinary study or for a particular area within the arts.	Perspectives on Capital.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Present course material and draw basic links among concepts, with the support of the lectures and readings.	All L4 modules
B2	Prepare and write set essays and revise and sit unseen exams, drawing on a range of sources, in order to demonstrate understanding and basic evaluation and synthesis of materials.	All L4 modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Apply events management tools to case studies, with support.	All L4 modules
C2	Access learning materials from the library and electronic resources.	All L4 modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate computer literacy such as the use of spreadsheets in budgeting and study skills including meeting deadlines and finding information in the library and online .	All L4 modules
D2	Demonstrate competence in written and oral communication by communicating the results of your study accurately and reliably, with structured and coherent arguments.	All L4 modules

A typical candidate leaving with a **Diploma of Higher Education in Arts Management** (240 credits, normally after two years of study, in situations in which a student cannot complete the BA) will have achieved the following learning outcomes:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a detailed knowledge of arts and culture and their place in society.	L4 and L5 compulsory modules
A2	Show a clear understanding of arts management tools, as applied to events and cultural organisations.	L4 and L5 compulsory modules
A3	Demonstrate an appreciation for the links between, on the one hand, social science/managerial research and theory and, on the other, the practical situations an arts manager may face in the field.	All modules, but especially L5 compulsory modules

Code	Learning outcome	Taught by the following module(s)
A4	Demonstrate a growing appreciation for interdisciplinary study or a deepening appreciation of particular area within the arts or a broadening appreciation of several particular areas within the arts.	Perspectives on Capital (L4) and L5 options modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Organise, synthesise and evaluate assigned and independently sourced materials to make coherent arguments about materials.	All L5 modules
B2	Critically evaluate competing perspectives in arts management.	L5 compulsory modules
B3	Choose among different tools and techniques and identify appropriate interventions to solve practical problems.	L5 compulsory modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Apply arts management tools to case studies, and be able to use them practical situations with the support and advice of tutors and peers.	L4 and L5 compulsory modules
C2	Seek, collect and interrogate information and data from a wide variety of sources, in self-directed study going beyond materials provided by the modules.	All L5 modules
C3	Undertake basic independent research, with support.	L5 compulsory modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Manage competing priorities and grasp time-management.	All L4 and L5 modules
D2	Write and speak clearly.	All L4 and L5 modules

Code	Learning outcome	Taught by the following module(s)
D3	Work well in teams and be ready to develop professional working relationships.	L5 compulsory modules

At the end of the three-year programme, comprised of 360 credits, a typical candidate for the **BA (Hons) Arts Management** will have achieved these learning outcomes:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a nuanced and critical knowledge of arts and culture and their place in society.	All modules
A2	Show a sophisticated and fluent understanding of the full range of arts management tools, and the situations in which they are deployed.	All compulsory modules
A3	Demonstrate a rich and intricate appreciation for how social science/managerial research and theory can illuminate practical situations an arts manager may face in the field.	All modules, but especially L5 and L6 compulsory modules.
A4	Identify issues and problems in arts management, and demonstrate a deep knowledge and understanding of these based on independent work	Dissertation (L6) and Professional Practice Project (L6)
A5	Demonstrate an advanced appreciation for interdisciplinary study or a profound appreciation of particular area within the arts or a wide-ranging appreciation of several particular areas within the arts.	All options modules, Perspectives on Capital (L4)

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Analyse, critically assess, and synthesise publications and empirical evidence to make sophisticated, coherent, and considered arguments about complex materials.	All modules, and especially the Dissertation (L6)

Code	Learning outcome	Taught by the following module(s)
B2	Critically evaluate and adjudicate competing perspectives in arts management, in ambiguous situations where a single, correct answer does not exist.	L6 compulsory modules, building on foundations set in L4 and L5 compulsory modules
B3	Actively use theory to inform innovative practice.	Professional Practice Project (L6)
B4	Reflect on self-development and your own learning, contributing to a consideration of your goals for the future.	Professional Practice Project (L6)

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Choose appropriate arts management tools and use them, independently, in practical situations.	Professional Practice Project (L6), underpinned by L5 compulsory modules and Events Management (L4)
C2	Critically engage with complex primary and secondary sources, in self-directed study, to produce lucid, evidence-based arguments.	L5 and L6 modules
C3	Work autonomously on research and practice, producing professional-quality reports.	L5 and especially L6 compulsory modules
C4	Independently identify problems or issues central to arts management and to specific organisations or events and develop strategies to address the issues or problems.	L6 compulsory modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Manage competing priorities, plan and execute a schedule, independently working to high standards and meeting deadlines under pressure.	All modules, but especially the Dissertation (L6) and the Professional Practice Project (L6)

Code	Learning outcome	Taught by the following module(s)
D2	Write and speak clearly, confidently, and persuasively, putting forward original ideas coherently and succinctly.	All modules
D3	Work effectively in teams and develop positive professional working relationships.	L5 compulsory modules and Professional Practice Project (L6)
D4	Identify and solve problems based on enhanced research skills.	Dissertation (L6) and the Professional Practice Project (L6)

How you will learn

Learning and Teaching Strategies:

The BA Arts Management relies on a range of teaching and learning methods. This range reflects the fact that different types of learning outcomes may require different teaching methods and it recognises individual differences in routes to learning. In addition to learning in formal settings, you will need to engage in a complementary range of supported and independent learning activities that lead to the synthesis of academic knowledge and professional skills and competencies. Each year of study is designed to stretch you, starting with basic skills and competencies in the first year (L4) and building on these foundations in subsequent years. In your second year (L5), modules will provide you with increasingly challenging material which will provide the basis for significant independent scholarly and practical work in your final year (L6). The programme, therefore, is cumulative and progressive as your knowledge and skills grow over the years.

To achieve the learning outcomes at the programme level, you will experience a range of learning and teaching methods, including formal lectures, seminars and classes, professional practice experience, fieldwork, case studies, formative and summative coursework (essays and reports), exams, presentations, tutorials, independent learning, and Goldsmiths' Virtual Learning Environment (VLE).

Knowledge and Understanding:

Core academic and practical knowledge is presented in weekly lectures and discussed in weekly seminars.

Formal lectures are integral to the acquisition of subject specific skills and understandings, and often provide an opportunity for discussion, group work and debate. The main aim of lectures is to introduce or explore key writers, theories, debates, themes, concepts, and arts management tools in a structured and succinct way. They enable you to acquire knowledge,

to stimulate your critical abilities, to facilitate independent thought, and to challenge your preconceptions.

Seminars and classes provide a space for further exploration of lecture materials. The main aims of the seminar is to enable you to explore in greater depth and detail specific lecture themes and topics, relate these to other lectures, modules and writers and to your own reading and ideas. The seminar reinforces the knowledge you have gained through lectures and independent reading, through structured or informal discussion, through questions and answers and through a variety of activities such as exercises, worksheets, group work, presentations, and case studies. You are expected to read in advance of seminars and to produce regular, non-assessed written or oral work.

Independent study is a crucial aspect of university study, and in the acquisition of knowledge and understanding. This includes reading before and after lectures and seminars, engagement with the VLE and the production of seminar assignments, formative work (assignments which are not marked, but which are formally handed in and which receive written feedback), and summative work (assignments which are marked - discussed more fully in the next section on assessment).

In your final year, you will engage in two year-long projects (the Dissertation and the Professional Practice Project) which will allow you to deepen your knowledge and understanding of topics and tools that are of particular interest to you and that should be of your own choosing.

You may also visit your lecturers and tutors during their office hours should you have questions about modules and their content, and for support on your independent work.

Cognitive and Thinking Skills:

Your cognitive and thinking skills will be developed and enhanced through every aspect of the degree programme. As you acquire knowledge and understanding in lectures and seminars, you will also be encouraged to engage with the material and increase your skills in analysing, judging, and evaluating materials and making links across writers, concepts, lectures and modules leading to developing your own, original ideas. You will be presented with case studies and with professional practice situations which require the ability to apply concepts, ideas, theories and tools learned in lectures to real-life situations. Your assessed and un-assessed work will ask that you show critical engagement with ideas and concepts, and you will be encouraged to work on these skills in your independent study (by taking evaluative notes, for instance). In your final year, you will complete a reflective exercise as part of the professional practice module, which will develop your ability to assess your own strengths and weaknesses and to learn from experience.

Subject Specific Skills and Professional Behaviours and Attitudes:

As with Knowledge and Understanding, you will acquire subject specific skills through lectures and seminars, especially through compulsory modules which focus on the tools and techniques of arts management. Moreover, you will have the opportunity to engage in professional practice, though case studies, group placements, fieldwork, and site visits. The aims of professional practice are to facilitate your ability to apply academic knowledge to practical situations, and to provide experiences of cultural and creative businesses and events planning in which you will develop your professional skills and identity. In your second year, you will engage in group work, which is essential in building the team-working skills that are central to careers in arts management. In your final year, you will develop and execute a professional practice project, which will require you to deploy professional skills and to comport yourself as a professional arts manager.

Transferable Skills:

You will develop a full complement of transferable skills through your seminars, independent work and personal tutor meetings. All modules require you to read, analyse, and critically evaluate arguments, ideas, and evidence, to work independently on your coursework, to produce written work to good standard and within a specified word-limit, to participate in group-work activities, and to contribute to seminar discussions. You will be expected to manage your timetable, to meet deadlines for assessed and non-assessed coursework, and to schedule your time sensibly to complete your independent reading, seminar preparation, written work, and exam revision. In your first year, you will be encouraged to attend Goldsmiths' computer, IT and library induction modules. Professional practice modules provide the opportunity to develop your professional identity and competencies, and the modules offer increasing scope for personal development. In the final year, you will work on two major projects, which will further develop and enhance your capacity for a full range of transferable skills. At all levels of study, you will be expected to make use of the teaching and learning material available through the VLE, and you will also have the opportunity to discuss your own Personal Development Plan with your personal tutor,

Learning Opportunities and Notional Study Time:

You will engage in formal learning and teaching, as described, but it is useful to recognise that your learning opportunities are significantly broader than what is covered in lectures and seminars. All undergraduate study expects you to spend a considerable part of your day engaged in self-directed study and independent work. Most modules on the BA Arts Management involve two hours of formal contact (a lecture and a seminar) each week, and this is complemented by approximately ten hours per week of independent study (reading, revising, and considering materials, organising notes, and preparing and writing coursework and seminar assignments). In addition to formal lectures and written feedback on your

assessed (summative) coursework, in which you receive information from your teachers and lecturers, you will also receive written feedback on formative work (unassessed, formal coursework) and you will receive oral comments in seminars based on activities and discussions, and this constitutes informal feedback. Such informal feedback, along with formal feedback, is extraordinarily useful, and you are encouraged to use all forms of feedback to improve your work and to achieve the programme's learning outcomes (listed above) and the learning outcomes specified in each module. Seminar discussions, presentations, and group-work provide a valuable opportunity to learn from your peers.

How you will be assessed

The BA Arts Management uses a variety of methods to assess your work and to support you in achieving the programme's learning outcomes (as above) and the learning outcomes of each module (provided in the student handbook and in each module specification). Assessment methods usually evaluate learning outcomes from across skill-sets. Assessment also supports student progression across the programme, as assessments in the first year aim to measure a set of baseline skills and competencies which are enhanced, deepened and broadened in subsequent years. Your lecturers are expected to return your coursework, with useful feedback, in a timely manner. This allows you to learn from the feedback and to improve your subsequent work.

Knowledge and Understanding:

All assessed work measures knowledge and understanding. In the first year, you will prepare essays, sit seen and unseen examinations, complete practice-based exercises, and engage in group work. In the second year, you will complete similar assignments, and in the final year, you will produce written work based on independent research, both in the dissertation and in the professional practice project. A portion of the mark you receive for each will reflect your knowledge and understanding of the materials.

Cognitive and Thinking Skills:

All assessed work requires that you synthesise, judge, evaluate materials, and many of the practice-based exercises ask to apply knowledge and understanding to case studies or real life situations. Your essays, examination answers, practice-based exercises and group work will expect that you demonstrate cognitive and thinking skills when engaging with module materials, and your skills in this area will be stretched and developed as you move through the programme. A portion of the mark you receive for assessed work will reflect your critical abilities and original thinking with respect to the materials.

Subject Specific Skills and Professional Behaviours and Attitudes:

The BA Arts Management provides a series of modules which teach arts management skills. Assessments for these modules include an exam (in the first year), essays, practice-based exercises, group work and presentations, case studies, and independent

projects leading to extended reports. Professional fieldwork is assessed on a pass-fail basis, and also by professional reports and self-reflection exercises. The assignments in the professional practice modules, therefore, assess your growing arts management skills and, in the Professional Practice in Arts Organizations and Cultural Businesses (L5) and the Professional Practice Project (L6) your professional behaviours and attitudes are also assessed.

Transferable Skills:

Coursework assessment requires you to write (essays, exams, exercises, project report, dissertation) and speak (presentations, group work), and a portion of your mark for assessments will reflect your ability to express yourself clearly and within a word or time limit. Assessments also require you to develop skills in essay planning and organisation, retrieving and selecting information from a variety of sources, working effectively with others (group work and professional practice), independently identifying issues or problems for further study or as targets for intervention (dissertation, professional practice project), and manage deadlines. While not all of these transferable skills are explicitly assessed, you will develop and practice these skills as you complete your coursework.

Assessment Strategy:

The marking criteria for coursework, exams, projects and dissertations include consideration of the extent to which the specified module learning outcomes have been achieved, the degree to which the work addresses the assignment or question, the originality, ambition, scope and relevance of the work with respect to the standards expected at each level of study, the clarity of oral or verbal expression and the structure and flow of the work, and adherence to academic standards (such as appropriate citation and referencing style). Note that in the interest of fairness and transparency, all assessments are double-marked or moderated (i.e. two markers have been involved in agreeing the marks).

For most pieces of coursework (other than professional practice exercises, for presentations or for class participation/VLE contribution), your mark will reflect performance in these five areas:

1. Answer. (Does the coursework address the question/issue or meet the assigned aims and keep on topic? Is there a comprehensive understanding of the topic?)
2. Structure. (Is the structure clear and material presented in a well-argued, coherent and synthesised manner?)

3. Writing Style. (Is the writing fluent and of a good standard with few errors in spelling, punctuation or grammar?)
4. Level of Reading. (Is the topic well researched and supported? Is there evidence of using a range of high quality sources?)
5. Quality of Referencing. (Is the work appropriately sourced? Are the references well formatted and written up accurately and consistently?)

For Class Participation/VLE contribution:

1. Your mark will reflect performance in similar areas as for most pieces of coursework, and marks will be based on written worksheets done in groups during class time (class participation) or written materials posted to the VLE (for VLE contribution).
2. Answer. (Does the worksheet or contribution address the question/issue or meet the assigned aims and keep on topic? Is there a comprehensive understanding of the topic, if appropriate, or an interesting and informed contribution to specific points?)
3. Intellectual Qualities. (Does the worksheet or contribution demonstrate a thoughtful approach to the topic or assignment, and, more generally, to the module and its field?)
4. Clarity. (Is the writing fluent and of a good standard as would be expected in more informal, handwritten worksheets or electronic participation? Are thoughts or arguments presented clearly and in a logical order, to the extent that is possible in short answers of this sort.)
5. Collaborative Spirit. (Completing worksheets involve working in groups and VLE contributions involve individual students interacting with other students via the VLE. Are these activities done courteously, with an appreciation of the ideas of others and a spirit of working together to improve understanding?)
6. Engagement with Module Materials and Reading. (Does the worksheet or VLE contribution suggest that module materials, such as readings and lecture materials, have been understood, or if appropriate, are questions posed to clarify areas where students may be unclear? Does the worksheet or VLE contribution show an engagement with the materials, for instance to support arguments or to generate questions? Is there evidence of using a range of high quality sources, if required? Where appropriate, are sources referenced?)

For professional practice exercises:

1. Answer. (Does the exercise address the question/issue or meet the assigned aims/project brief and keep on topic? Is there a comprehensive understanding of the project and its aims?)
2. Structure. (Is the structure clear and material presented in a well-argued, coherent and synthesised manner?)

3. Writing Style. (Is the writing fluent and of a good standard with few errors in spelling, punctuation or grammar? Is it accurate and/or persuasive?)
4. Quality of Practice. (Is the report, pitch, letter, executive summary or other professional aspect of the project appropriate to the professional setting to which the project is aimed? Does it show appropriate and developing professional understanding of arts management that indicate transferable skills leading to employment in the sector?)
5. Level of Reading. (Is the topic well researched and supported? Is there evidence of using a range of high quality sources as grounding, background or support to the exercise?)

For presentations:

1. Intellectual Qualities Expressed. (Is there a comprehensive understanding of the topic? Are the key points well communicated? Are any questions about the presentation addressed in a clear and thoughtful manner?)
2. Structure. (Does the presentation flow well and is it presented in a coherent and well-synthesised manner?)
3. Communication Style. (Is the presentation well-rehearsed? Is it stimulating? Is it audible? Do students keep to time?)
4. Quality of Presentation. (Are the slides relevant, well-prepared and of good quality? If there are handouts, are these appropriate and clearly presented?)
5. Level of Reading. (Is the topic well researched and supported? Is there evidence of using a range of high quality sources?)

It is important to note that you cannot pass a module unless you have made a 'valid attempt' at all of the assignments and all elements of assessments in a module, and you are not eligible for compensation for a failed module unless valid attempts have been made for all assessments, even in the case where the numerical average of the remaining assessments is above the pass mark. Non-submission is the main reason for lack of valid attempt.

The specific Marking Criteria, below, provide descriptors across the full range of assignments.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Work assigned a high First Class mark is likely to: <ol style="list-style-type: none"> 1. Address the topic in an explicit manner, demonstrating a breadth and depth of substantive knowledge that is exceptional and informed by the highest level of scholarship.

Mark	Descriptor	Specific Marking Criteria
		<ol style="list-style-type: none"> 2. Have an exceptional, sophisticated, and original line of argument achieving the highest level of compelling, coherent and concise argument attainable within the level of study. 3. Give wide-ranging and appropriate evidence to support claims, with exceptional integration of a full range of appropriate principles, theories, evidence and techniques. 4. Have a logical, clear and well-defined structure, which is elegantly expressed, and which may suggest a level of publishable work. <p>At minimum, an exceptional first class piece of work needs to answer the question or address the issue concerned with a highly original, critical argument or go well beyond the standard expectations of the assignment, be exceptionally well-written (or, for verbal material, exceptionally conveyed) and well-constructed, and, crucially, show evidence of significant independent reading and thinking at an extraordinarily high standard. At the upper levels of the exceptional first class mark, the work may be publishable or have achieved a quality on par with the highest quality professional work.</p>
70-79%	1st: First (Excellent)	<p>Work assigned a First Class mark is likely to:</p> <ol style="list-style-type: none"> 1. Address the topic in an explicit manner, demonstrating a depth of substantive knowledge that is comprehensive, accurate, and relevant, with an awareness of advanced scholarship. 2. Have an excellent or original line of argument, which is easily followed and is coherent, concise and frequently compelling. 3. Give wide-ranging and appropriate evidence to support claims, with excellent integration of a significant range of appropriate principles, theories, evidence and techniques. 4. Have a logical, clear and well-defined structure, and be clearly and concisely written (or spoken, for presentations). <p>At minimum, a first class piece of work needs to answer the question with an excellent level of understanding or to go beyond the standard expectation of the assignment, be well-</p>

Mark	Descriptor	Specific Marking Criteria
		constructed, and, crucially, show evidence of independent reading and thinking, with arguments that are often original, innovative or insightful. The particularly important qualities are those concerned with structure, argument and evidence.
60-69%	2.1: Upper Second (Very good)	<p>Work awarded an upper second mark is likely to:</p> <ol style="list-style-type: none"> 1. Address the topic or answer question, demonstrating a breadth and depth of substantive knowledge that is comprehensive and accurate. 2. Have a good quality line of argument, demonstrating some good insight into the material. 3. Support claims by reference to relevant literature, presenting relationships between statements that are generally easy to follow, with a good integration of a range of appropriate principles, theories, evidence and techniques. 4. Have a logical structure and be reasonably clearly written (or presented) throughout. <p>At minimum, an upper second class piece of work must answer the question or address the issue concerned, be clearly written (or spoken), and show signs that the student has read beyond the basic source material. A high upper second will in addition be likely to have a clearer structure, a stronger line of argument, and draw on a broader range of material.</p>
50-59%	2.2: Lower Second (Good)	<p>Work awarded a lower second class mark is likely to:</p> <ol style="list-style-type: none"> 1. Present relevant material, but perhaps without using it to address the question or issue in a precise way, demonstrating an adequate breadth and depth of substantive knowledge but with only a few errors or omissions. 2. Have an adequate line of argument, which may be weak at points, with an adequate understanding of a range of appropriate principles, theories, evidence and techniques, perhaps presenting relationships between statements that are sometimes difficult to recognise, but demonstrating some ability to engage with the material. 3. Tend to make claims with some, but not sufficient, supporting evidence or a repetition of, rather than a critical engagement with, more limited sources

Mark	Descriptor	Specific Marking Criteria
		<p>4. Have a structure, but one that is rather vague and/or illogical, with some errors in spelling and grammar (or less confidently presented, with gaps or repetition, for presentations).</p> <p>At minimum, a lower second class piece of work must show that the student has a fair knowledge of the basic material relating to the question or issue concerned. Higher marks within this category will be awarded according to how accurately the material is handled, the relevance of the material that is presented, and the clarity of the writing (or speaking). Thus a good lower second is likely to reproduce with reasonable accuracy material that is relevant to the essay topic or question and to structure that material clearly; it is principally distinguished from an upper second by not going beyond what was presented in lectures or what is available in recommended reading, or it contains minor errors and omissions.</p>
40-49%	3rd: Third (Pass)	<p>Work awarded a third class mark is likely to:</p> <ol style="list-style-type: none"> 1. Address the topic or question by reproducing material that is only partly relevant, demonstrating an incomplete breadth and depth of substantive knowledge, with some errors or omissions. 2. Have an inadequate line of argument, perhaps failing to link concepts or presenting relationships between statements that are difficult to recognise, with a limited or underdeveloped critical engagement with the material. 3. Make poor use of evidence to support most claims, with a limited attention paid to the quality, range and appropriateness of sources used, or vaguely informed opinion-led work which lacks an evidence base. 4. Have an unclear, limited or illogical structure or framework with limited coherence and clarity, and which may also suffer from infelicities of style and grammar or be sloppily presented (either in written or spoken form, as appropriate to the assignment). <p>At minimum, a third class piece of work must contain some relevant material. Typically, this means providing a clear indication that the appropriate lectures have been attended, and/or some recommended reading has been read;</p>

Mark	Descriptor	Specific Marking Criteria
		however, the reproduction of this material is either scanty or inaccurate. A high third is likely to reproduce this material with fewer inaccuracies, but still lack structure, argument and evidential support.
25-39%	Fail	<p>Work given a fail mark is likely to:</p> <ol style="list-style-type: none"> 1. Fail to address the topic or answer the question, with little relevant knowledge which is minimal in its breadth and depth, with major errors or omissions. 2. Lack a line of argument, demonstrating confusion, incoherence and a lack critical engagement. 3. Fail to use evidence to support claims that are made and fail repeatedly to relate statements to each other. 4. Lack a structure or framework and poorly written and presented. <p>A fail mark represents an overall failure to achieve the learning outcomes of the module. Marks in this band (25-39%) might be awarded to an answer that contains some indication that the student can recall having heard or read something relevant to the question.</p>
10-24%	Bad fail	<p>Work given a bad fail mark is likely to:</p> <ol style="list-style-type: none"> 1. Fail to address the topic or answer the question, demonstrating mainly ignorance of the subject matter by presenting information of minimal or no relevance, with little or no awareness of appropriate principles, theories, evidence and techniques. 2. Lack a line of argument, perhaps presenting a string of irrelevant observations with minimal to no engagement with appropriate materials. 3. Completely fail to use any evidence to support claims that are made, perhaps drawing on ill-informed opinion. 4. Lack a structure or framework, poorly written and presented. <p>A bad fail represents a significant failure to achieve learning outcomes but is deemed a valid attempt. Marks in this band (10-24%) might be awarded to an answer that shows that the student has attended the relevant module, even if there is little in the answer that is of direct relevance to the question.</p>

Mark	Descriptor	Specific Marking Criteria
1-9%	Very bad fail	A very bad fail represents work that does not in any way attempt to address the topic or question. Such work is deemed a non-valid attempt and will require resubmission.
0%	Non submission or plagiarised	0% is a non-submission or the mark normally given to a plagiarised assessment.

How the programme is structured

In each year of this three-year programme, you will take compulsory modules that introduce or develop academic and arts management skills. In each year, there are 90 credits of compulsory modules. There are 30 credits of options modules each year, taught by ICCE and other departments. The options modules provide an opportunity for you to explore different areas, developing your capacity for interdisciplinary work and/or knowledge of specific areas. In addition, students are invited to take an unassessed module, Synapse, which is run by ICCE and is intended to encourage creative entrepreneurship. Synapse is available in all three years of the programme.

The compulsory component of your first year focuses on developing your theoretical insight, which will provide you with a strong basis from which to develop your arts management career and which will develop transferable skills expected of university graduates. In addition to developing an appreciation of the arts and culture, their place in society, you will study cultural policy. This work is balanced with your first professional practice module, Event Management.

In your second year, you continue with a balance of academic and practical work, in which your skills are enhanced and developed, with modules on audiences and funding, as well as a hands-on professional practice module. The second year practice module, 'Professional Practice in Arts Organisations and Cultural Businesses' involves a portfolio of group placements which will be arranged on a yearly basis by ICCE. This module will also help you in planning for your 'Professional Practice Project' in the third year.

The final year Professional Project involves a choice among three types of project: a professional placement (which you seek yourself, with support), an event (which you plan and run yourself, with support) or a case-study consultancy (which is independently conducted but arranged and supported by ICCE). You will continue the planning you started in your second year, and will finalise your choice of project in the first term of your final year, and you will spend the next two terms completing the project. It is possible to switch to the consultancy project from a placement or event planning, but not vice-versa. ICCE have extensive contacts with various cultural organisations and significant experience in

supporting students in placements; however, it is important to consider that placements are competitive.

During your final year, you will also choose a research problem, which may be scholarly, policy oriented or applied, and conduct an independent research project (your dissertation). In your third year, you focus on honing your skills through more independent work, both scholarly and practical, which will provide you with the wide range of skills you'll need to graduate with excellent potential for a career in the cultural and creative sector.

Options modules may change from year to year, depending on the availability of lecturers and the viability of modules with respect to the timetable. In the second and third year, options are offered by the Media, Communications, and Cultural Studies, Theatre and Performance, Computing, Music, Politics and Sociology departments, as well as ICCE. In future, options may be available from other departments as well

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Principles of Arts Management	IC51008A	15	4	Compulsory	1
Introduction to Arts and Cultural Theory	MC51060A	15	4	Compulsory	1
Digital Cultures, Digital Literacies	IC51009A	15	4	Compulsory	1
Arts in London	IC51005A	15	4	Compulsory	1
Fundraising in the Arts	IC51007A	15	4	Compulsory	2
Visual Culture	IC51006A	15	4	Compulsory	2
Events Management	IC51003C	15	4	Compulsory	2
Perspectives on Capital: Cultural, Social, Financial, and Critical	IC51002B	15	4	Compulsory	2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
The Audience in Theory and Practice	IC52016C	30	5	Compulsory	1-2
Contemporary Arts and Cultural Theory	IC52021A	15	5	Compulsory	1
Managing Arts Organisations and Cultural Businesses	IC52018B	15	5	Compulsory	1

Module Title	Module Code	Credits	Level	Module Status	Term
Professional Practice in Arts Organisations And Cultural Businesses	IC52019A	15	5	Compulsory	2
Cultural Policy in the Arts	IC52252A	15	5	Compulsory	2
Optional modules to the value of 30 Credits	Various	30	5	Optional	1-2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation (BA Arts Management)	IC53259C	45	6	Compulsory	1-2
Professional Practice Project	IC53258A	45	6	Compulsory	1-3
Optional modules to the value of 30 Credits	Various	30	6	Optional	1-2

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 twice 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 [Academic Skills Centre](#) 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.

Links with employers, placement opportunities and career prospects

Goldsmiths Student Charter encourages you to engage with the Goldsmiths' Graduate Attributes and to prepare yourself for life after study. The BA Arts Management puts you in a strong position, as it provides you with the knowledge base and cognitive, professional and transferable skills that employers seek.

Your undergraduate programme is taught with the input of international, regional and London-based cultural organisations, so you'll gain direct experience of professional practice, through guest lectures, site visits and group placements. In your final year, you may choose to take a professional placement or to organise an arts event from start to finish, as part of your professional practice project. These activities will provide you with crucial skills and professional contacts which will give you a significant advantage in the culture and creative sector after graduation.

Your department, ICCE, has decades of experience in the creative and cultural industries, and runs the prestigious MA in Arts Administration and Cultural Policy. The network of ICCE MA graduates provides an invaluable resource to the BA Arts Management Programme. ICCE is guided by an advisory panel, which is comprised of policy makers, business people and academics with hands-on experience of the cultural and creative sectors. Further, ICCE have over 100 Partners in Learning see

<http://www.gold.ac.uk/icce/partnersinlearning/> including well-known cultural organisations in a variety of disciplines, cultural businesses, government agencies and charities, from London and beyond, which have provided guest speakers, site visits or placement opportunities on ICCE programmes.

In addition to the resources provided by your programme and by ICCE, Goldsmiths' Careers Services offer significant support as you pursue your career, with general support in such areas as preparing a CV and interview skills, as well as bespoke events that work in partnership with your degree programme.

Employability Statement

BA (Hons) Arts Management offers a range of employability experiences of varying depth. Goldsmiths has developed the Elements tool to identify what transferable skills students should expect to gain through their student journey.

The key Elements which offer a substantial depth of experience in this programme are Showcasing Talents, Collaborative Practice, Borderless Thinking and Questioning the Status quo.

Definition and Location in Programme

The definition of Showcasing Talents is: The capability to speak confidently about one's own abilities, work and ideas and the confidence to share them with the world. In this programme, students can substantially develop this skill in the following module Professional Practice Project 3.

The definition of Collaborative Practice is: The ability to work together with different people with different skills and viewpoints to realise common goals and objectives. In this programme, students can substantially develop this skill in the following modules: Year 1, Principles of Arts Management, Year 2, Managing Arts Organisations and Cultural Businesses, Cultural Policy in the Arts, Professional Practice 2 and Year 3, Professional Practice Project 3.

The definition of Questioning the Status Quo is: The desire to critically question ideas and concepts, engaging in reflective and independent thinking. In this programme, students can substantially develop this skill in the Year 2 module Managing Arts Organisations.

Potential Career Paths

The typical types of career opportunities from this programme using Showcasing Talents include, but are not limited to Museum /Gallery Education Officer, Events Manager, PR officer and Event Manager.

The types of career opportunities from this programme using Collaborative Practice include, but are not limited to Arts Administrator, Commercial Art Gallery Manager, Fundraiser, Festival Organiser.

The types of career opportunities from this programme using Questioning the status quo include, but are not limited to Theatre Manager, Heritage Manager, Arts Company Manager and Community Arts Worker.

Using Elements to Support Career Planning

In considering career choices, students should reflect on what Elements such career choices might need and build a programme of in curriculum and extra curriculum engagement that allows them to develop these skills and experiences.

Career aspirations may change as Students progress through the BA Arts Management programme, so taking time to reflect on a regular basis and speaking to people about career ideas is strongly encouraged.

The condition of the UK labour market will impact on the availability of opportunities in terms of supply and demand, so speaking to people in industry and getting information from the Careers Service can help students keep on track and set realistic goals.

The requirements of a Goldsmiths degree

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes 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. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

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

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

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
- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the achievement of a programme’s learning outcomes. These are designated as “Non-compensatable” for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

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 must normally 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 minimum value of 360 credits, as set out within the section “The requirements of a Goldsmiths degree” above. A failed module with a mark of 35-39% 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 and the module has not been defined as “Non-compensatable”. No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually 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:

- 1st: First Class – 70%+
- 2.1: Upper Second – 60-69%
- 2.2: Lower Second – 50-59%
- 3rd: 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.

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

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

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Specific programme costs

In addition to these standard costs, you will also be expected to meet some costs which are specifically related to your programme, which are set out below:

The programme uses the cultural resources of London, so students will occasionally be expected to travel to other parts of the city. Some coursework is based on independent visits to cultural events, performances, or exhibitions. Some of these may be ticketed (in which case, students must purchase a ticket themselves), but there is always an option to attend and write about cultural offers that have free admission. There is no detriment to students for choosing non-ticketed options.

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 are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains 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 these procedures are published on the [Quality Office web pages](#).