

BA (Hons) Fine Art (Extension); BA (Hons) Fine Art and History of Art (Extension)

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) Fine Art (Extension) or BA (Hons) Fine Art and History of Art (Extension)

Name of Interim Exit Award(s): Not applicable

Duration of Programme: 1 year full-time (followed by 3 years full-time on the BA (Hons) Fine Art or BA (Hons) Fine Art and History of Art upon successful completion of the first year)

UCAS Code(s): W191

HECoS Code(s): (100059) Fine Art

QAA Benchmark Group: Art and Design, and History of Art, Architecture and Design

FHEQ Level of Award: Level 6 (no award made at Level 3)

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: December 2019

Home Department: Art

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

Centre for Academic Language and Literacies (CALL)

Programme overview

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

The Extension degree is for students who wish to study and make art as a full-time activity.

It encourages individual development and creativity, and enables the progressive acquisition of ongoing independent learning skills.

Programme entry requirements

Overseas (non-EU) applicants apply on-line through UCAS. Once the college has received notification of the application, the applicant is sent details and guidance on how to submit an on-line portfolio. The portfolio should include up to 12 images or digital files, of which three can be media files such as movies and audio work. A preliminary selection is made on the basis of this portfolio.

Those applicants selected are then invited for interview. This interview may either be in person, in which case the applicant is asked to attend with a portfolio of current work, or remotely via Skype or equivalent means. A final selection is made at this point.

Entrance requirements

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

Candidates under 21 years of age must have passes in two subjects at General Certificate of Education (GCE) at (Advanced) A- level, including one full (AS + A2) A-level, which can be supplemented with either:

1 or 2 additional full A-levels or
3 to 5 GCE AS-levels in different subjects or
a combination of the above.

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

English Language qualifications

If a candidate's first language is not English, they should have:

a minimum score of 5 across all four skills in UKVI IELTS (International English Language Testing System) as administered by the British Council in most countries.

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

Aims of the programme

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

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

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

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

The Critical Studies element of the programme is designed to support the students' practical work in the studios. The lectures and seminars introduce and develop key issues as a way to develop understanding of contemporary art practice. They engage and extend the students' critical faculties and their ability to discuss, write about, analyse and judge contemporary art.

Students proficient in English Language take the Portfolio of Art Writing module and study the significance of Art Writing through a mixture of practical and academic elements. The Portfolio of Art Writing is designed to support students' practical work in the studios by developing their confidence in many forms of writing. The lectures, seminars, tutorials and workshops explore key approaches to writing within contemporary art practice and the contexts of which it is a part. Students are guided in developing their writing as a regular activity, in expanding the range of their reading, and in experimenting with appropriate forms to explore their areas of interest. It utilises the range of opportunities London offers for direct

engagement with exhibition-making, art publishing, education programming and critical writing.

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

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

What you will be expected to achieve

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

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

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	demonstrate an initial knowledge of key artists and a familiarity with the historical and contemporary contexts in which art is made and understood;	Studio Practice and Critical Studies
A2	demonstrate some understanding of how critical and theoretical debates can support your practice and writing;	Studio Practice and Critical Studies
A3	demonstrate a basic knowledge of materials and processes relevant to contemporary art in support of your practice;	Studio Practice

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	make an initial consideration of your work and the work of others with reference to the historical contexts of contemporary art;	Studio Practice and Critical Studies
B2	identify relevant historical and contemporary models for understanding and developing your studio practice and writing;	Studio Practice and Critical Studies
B3	consider different feedback on your work and consider it in relation to other working practices;	Studio Practice

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	familiarise yourself with different materials and conceptual approaches in support of your practice;	Studio Practice
C2	consider a variety of approaches to the technical development of your studio work and writing;	Studio Practice, Critical Studies, Portfolio of Art Writing and English for Academic Purposes
C3	identify and initiate your interests, imagination and personal ideas in your (i) studio practice (ii) essay writing;	Studio Practice and Critical Studies

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	demonstrate an initial commitment to your own practice, research and collaborative working methods through regular attendance and active participation in all tutorials, seminars and lectures;	Studio Practice, Critical Studies, Portfolio of Art Writing and English for Academic Purposes
D2	begin to present and discuss your work with relevance to others;	Studio Practice, Critical Studies, Portfolio of Art Writing and English for Academic Purposes

Code	Learning outcome	Taught by the following module(s)
D3	make effective use of IT in support of your research and essay writing.	Studio Practice, Critical Studies, Portfolio of Art Writing and English for Academic Purposes

How you will learn

Studio Practice

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

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

The specific forms of learning and teaching employed on this programme are:

Research Laboratories: Staff will introduce the students to the technical facilities available in the Department and encourage students to consider the full range of means at their disposal, including introducing students to a variety of ways in which they might engage with their practice in the studio.

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

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

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

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

Critical Studies:

Critical Studies is taught through a series of lectures and seminars, tutor-led site visits and collaborative assignments (see further details in Programme Handbook).

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

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

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

Collaborative Learning: Collaborative learning is an important aspect of this element of the module, and this extends the students' focus towards a critical engagement with the creative industries. Students will make visits to galleries and other art institutions, which will be alternated with seminars addressing issues arising from the examples they have encountered. In the spring term students are asked to devise and develop group assignments relevant to the dissemination and reception of contemporary art in the broader culture. They present these assignments to members of staff and their peer group.

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

In the third term they will develop a selection of their writing done throughout the year into a selected portfolio with examples of different approaches.

How you will be assessed

Studio Practice (Coursework)

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

Presentations

In the Summer term each student makes a presentation of selected coursework. This is seen by staff and a provisional grade is proposed. A meeting of core staff monitors marking across the course and a meeting with the External Examiner checks for parity and agrees a grade against national standards.

Critical Studies Essays

Critical Studies is assessed through two 1,500 word essays. Feedback on the first essay is for guidance only (formative), and no mark is given. All written assignments are double marked and available to the External Examiner.

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

The process of continuous evaluation will usually take into account a combination of the student's:

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

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

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

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

FURTHER ASSESSMENT INFORMATION:

Summative assessments occur in the third term of each level.

This process takes into account: Studio Practice coursework, a formal studio presentation, a Critical Studies essay, and English for Academic Purposes or a Portfolio of Art Writing.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Work that reflects an exceptional level of achievement of the appropriate learning outcomes. The work demonstrates original research and a rigorous conceptual understanding of the chosen field. The decisions made in the manipulation of the visual material begin to challenge the current limits and make an initial contribution to the field of contemporary art.
70-79%	1st: First (Excellent)	Work that reflects an excellent level of achievement of the appropriate learning outcomes. The work demonstrates wide research and evidence of a clear understanding of the chosen field. It shows a high level of conceptual rigour that indicates sustained independent study together with an original and imaginative visual interpretation of contemporary art, beginning to challenge the current limits of the field.
60-69%	2.1: Upper Second (Very good)	Work that reflects a very good standard of achievement of the appropriate learning outcomes. Work shows evidence of very good critical reflection with considered manipulation of the chosen visual material. It is imaginative and indicates that an artistic project has commenced, albeit within known boundaries of the field of study.
50-59%	2.2: Lower Second (Good)	Work that reflects a good standard of achievement of the appropriate learning outcomes and demonstrates an initial understanding, coupled with good overall ability. There is evidence of imagination and critical reflection with some technical competence in the manipulation of the overall visual material that requires further sustained development.
40-49%	3rd: Third (Pass)	Work that reflects a threshold standard of achievement of the appropriate learning outcomes, and demonstrates a limited understanding of the field of study. The work demonstrates some manipulation of the chosen visual material indicating an unimaginative response to the practice that readily accepts known boundaries.
25-39%	Fail	Work is unsatisfactory and represents an overall failure to achieve the appropriate learning outcomes. The work shows scant attention to the critical and practical demands of the practice with no apparent judgment in the manipulation of the visual material. The module element(s) must be retaken.
10-24%	Bad fail	Work that represents a significant overall failure to achieve the appropriate learning outcomes. The work shows no

Mark	Descriptor	Specific Marking Criteria
		attempt to address the practical demands of the practice and demonstrates no judgment or exercise of critical reflection. The module element(s) must be re-taken.
1-9%	Very bad fail	Work that does not even attempt to address the specified learning outcomes. The module element(s) must be re-taken.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for plagiarised assessment.

How the programme is structured

The Extension degree in Fine Art (Level 3) consists of elements in Studio Practice, Critical Studies and English Language (where the student has not yet achieved the equivalent of IELTS 6.5 or above) or a Portfolio of Art Writing (if the student's main language is English or their IELTS score is above 6.5 with a minimum of 6.00 across all four skills), leading to admission to either the BA (Hons) Fine Art degree programme, or the BA (Hons) Fine Art and History of Art degree programme. It requires full time study over one year during which the student takes each element of the programme to the total value of 120 credits. It is an intensive programme of Studio Practice supported by individual tutorials, group tutorials and seminars, together with Critical Studies lectures and seminars, collaborative assignments and either English for Academic Purposes or a Portfolio of Art Writing. Each student is allocated a studio working base which is the focal point of their activities for the duration of their studies. The student is responsible for determining the specific nature of their practice with guidance from the tutorial staff.

All students take the equivalent of 120 credits during the year. Those students with an IELTS score of less than 6.5 must take 30 credits in English Language and those students whose first language is English or whose IELTS score is above 6.5 must take 30 credits in a Portfolio of Art Writing. It is necessary to pass the programme at Level 3 in order to progress to Level 4 (the first-year of the BA(Hons) Fine Art degree programme) or Level 4 (first year) of the BA (Hons) Fine Art and History of Art programme.

The module elements, contributory parts, their value, weightings and the modes of examination are listed below: Level 0 (120 credits)

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

current level of achievement and tutor feedback reports advise them on how to improve their performance.

Studio Practice = 50% of overall programme mark

Term 1 Assessed through Studio Coursework and performance in: Tutorials, Group Tutorials (formative)

Term 2 Assessed through Studio Coursework and performance in: Tutorials, Group Tutorials (summative) 90% of Studio Practice module mark

Term 3 Assessed through Studio Coursework and a presentation of selected work and documentation to staff (summative) 10% of Studio Practice module mark

In Critical Studies the lecture and seminar series introduces students to key issues and debates in the development of the art of the recent past and of contemporary art. It offers the occasion to explore and examine the historical and critical context in which art is made, seen and understood. Site visits, including seminars and presentations form an important part of the series. Students are required to write 1 essay in the first term, participate in a collaborative assignment in the second term and on the basis of this to write 1 essay submitted in the third term.

Critical Studies = 25% of overall programme mark

Term 1 Assessed through Lectures and Seminars - Essay (1,500 words) (formative)

Term 2 Assessed through Coursework and Collaborative Assignment (formative)

Term 3 Assessed through Essay (1,500 words, summative) 100% of overall Critical Studies module mark

EITHER: English Language Support

If a student's main language is not English and their IELTS score is below 6.5 then the Extension degree will include three contact hours a week studying specific-purpose classes in English for art students. The language module enables non-native speakers to develop the language skills and confidence needed to meet the demands of an undergraduate degree. This includes practice in academic writing and giving presentations, two skills that are essential for study at University. In addition, students will develop their note-taking, summarising and critical thinking skills in this module. At the end of the year they will be examined in four sub-tests to gauge their listening, speaking, essay writing and reading skills. The general recommendation for students proceeding to undergraduate study is that

they gain a minimum score of 40% in each sub-test (reading, writing, speaking and listening) and ideally have an overall score of 50%.

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

Term 3 Exams:

1hr Listening Examination (Summative)

1.5 hr Reading Examination (Summative)

1.5 hr Written Examination (Summative)

15 min Oral Examination (Summative)

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

Portfolio of Art Writing (if IELTS>6.5) = 25% of overall programme mark

Term 1 Assessed through Tutorials, Group Tutorials, Written submission (formative)

Term 2 Assessed through Tutorials, Group Tutorials (formative)

Term 3 Assessed through Portfolio of Art Writing: a series of writings, Written submission (summative)

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Year 0 Studio Practice and Critical Studies	FA50012D	90	3	Compulsory (Non-compensatable)	1-3
Year 0 English for Academic Purposes	LS50013A	30	3	Compulsory (Non-compensatable)	1-3
OR: Year 0 Portfolio of Art Writing	FA50013A	30	3	Compulsory (Non-compensatable)	1-3

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 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

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

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

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

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

On both the Extension degree and the Undergraduate Programme Fine Art practice is represented to the student through a living network of individual practitioners, institutions, galleries, museums, granting agencies, and critical journals - that define and re-define the

boundaries of an expanding field. It is this matrix that constructs the concerns of the community, and that is also responsible for circulating and communicating shared values. The Degrees help individuals make the connection between life-long learning, the wider culture and personal prosperity within the creative economies.

The Extension degree and Undergraduate programmes aim to equip students with the necessary skills to develop independent thought and confidence in their practice. They ultimately prepare the students for post-graduate study and further autonomous learning. Many students continue to be successful practising artists after their final graduation. Six winners of the Turner Prize studied at Goldsmiths, including three from the undergraduate programmes, and since 1991 nineteen alumnae from the undergraduate programmes have been short-listed. The success of our students continues to be reflected in current exhibitions at home and abroad.

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

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

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

The requirements of a Goldsmiths degree

Undergraduate degrees 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

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

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

those students whose first language is English or whose IELTS score is above 6.5, in order to pass they must gain a minimum of 40% in the Portfolio of Art Writing.

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

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:

Access and support in all of the art practice areas is included in the cost of your tuition fees. However, you are responsible for providing the materials you choose to work with. A range of materials are available to buy in the practice areas, or you may choose to purchase materials from elsewhere. Reading material is available digitally, however printed copies are available to purchase from the department at less than cost price.

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](#).