

# MA Applied Theatre: Drama in Educational, Community and Social Contexts

## 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:**

MA Applied Theatre: Drama in Educational, Community and Social Contexts

**Name of Interim Exit Award(s):**

Postgraduate Certificate in Applied Theatre: Drama in Educational, Community and Social Contexts

Postgraduate Diploma in Applied Theatre: Drama in Educational, Community and Social Contexts

**Duration of Programme:** 1 year full-time or 2 years part-time**UCAS Code(s):** Not applicable**HECoS Code(s):** (100069) Drama**QAA Benchmark Group:** Not applicable**FHEQ Level of Award:** Level 7**Programme accredited by:** Not applicable**Date Programme Specification last updated/approved:** August 2017**Home Department:** Theatre and Performance**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

## Programme overview

The MA Applied Theatre: Drama in Educational, Community and Social Contexts investigates the ways in which drama, theatre and performance practices are developed in a wide range of non-traditional theatre settings from schools to pupil referral units, from community centres to prisons, from day care centres for elders to homeless shelters. Applied Theatre is an umbrella term for a range of theatre practices including Theatre in Prisons, Community Theatre, Theatre in Education, Theatre for Development and Theatre for Social Change. The programme addresses the historical, theoretical and ethical issues of Applied Theatre practices whilst preparing students to work practically in the field.

Goldsmiths MA Applied Theatre: Drama in Educational, Community and Social Contexts considers Applied Theatre practice in the UK and in international contexts. Central to this investigation are questions of participation, representation, access, ethics, transformation and documentation of the field. The field is inherently interdisciplinary. An Applied Theatre practitioner may find themselves developing collaborations with professionals from a range of areas including the criminal justice system, health agencies, education, local government or international charities. The programme at Goldsmiths is unique in considering the development of cross-arts participatory practice within the field.

## **Programme entry requirements**

Applicants will normally hold a good (2:1 or above) first degree in an appropriate area and have had some experience of working in educational, community or social contexts. Graduates from other disciplines will be considered provided they can demonstrate in their written application and in an interview, in person or by telephone, that they have appropriate understanding and experience of the field of Applied Theatre and the capacity for, and interest in, theoretical and practical work in the field. Applicants whose first language is not English must have achieved a score of 6.5 or above in the IELTS (or equivalent) examination.

## **Aims of the programme**

The MA Applied Theatre: Drama in Educational, Community and Social Contexts programme aims to equip students with the appropriate background knowledge and understanding to work creatively and critically within the broad remit of Applied Theatre. The programme is intended to be a broad-based employment starting point for work in the field. It can also be seen in terms of professional development for those who already work in educational, community and social contexts and who want to reflect and develop their practice.

The educational aims of this programme are informed by Goldsmiths' declared focus on the study of creative, cultural and social processes; the QAA code of practice; Goldsmiths Learning and Teaching Strategy and the Department of Theatre's mission statement.

## **What you will be expected to achieve**

The programme's specific learning outcomes have been determined to support students in the acquisition of Knowledge and Understanding, Cognitive and Thinking Skills and Practical Subject Skills required for working in the field of Applied Drama. The subject-specific learning outcomes encourage students to develop theoretically informed practice, to engage in critical research which is developed through practical investigation. The learning

outcomes have been developed in close working contact with practitioners and academics in the field of Applied Theatre, many of whom are also occasional visiting tutors on the programme. The learning outcomes reflect the knowledge, understanding and skills recommended by these practitioners and academics for employment in this area and also reflect the needs of the, often varied, backgrounds of the student group.

For the Postgraduate Certificate to be awarded, modules to the value of 60 CATS will have been passed and the following learning outcomes will have been achieved:

## Knowledge and understanding

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A1	An understanding of the history, theory and practice of Applied Theatre practice in a range of educational, community and social contexts in national and international contexts.	Histories, Theories and Contexts module
A2	A broad apprehension of Applied Theatre work with specific communities and contexts: for example Museum, Galleries and Archives; Theatre with and for Young People's Theatre; intergenerational arts practices; work with refugee communities; Prison Theatre	Histories, Theories and Contexts module Practice classes, Company visits and placements
A3	A broad comprehension of interdisciplinary practice within the field of Applied Theatre particularly visual arts, dance and music	Practice classes and Placements
A4	A general knowledge of different models of Applied Drama and Performance practice	All modules
A5	A practical and critical understanding of the general structure, aims and objectives of Applied Theatre workshops and the development and implementation of Applied Theatre programmes	Analysing Practice: Presentation and Supporting Document module
A6	The development of basic skills necessary for an Applied Theatre practitioner to work in a range of contexts	All modules
A7	A specialised knowledge of an area of Applied Theatre practice developed and	Analysing Practice: Presentation and Supporting Document module

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
	enhanced through a practice based research project/placement in the field	
A8	A broad understanding of the work of specific Applied Theatre practitioners/organisations	Placements and Visiting tutors and Companies
A9	A basic awareness of Applied Theatre documentation and publications ranging from academic publications through to resource packs, websites and working manuals	All modules
A10	An ability to analyse range of source materials including government papers, critical texts, performance texts, a range of documentation and evaluations from Applied Theatre programmes and other performance practices	Histories Theories and Context module
A11	An understanding of the interplay between theory and practice, action and reflection (praxis)	All modules
A12	A basic awareness of Applied Theatre documentation and publications ranging from academic publications through to resource packs, websites and working manuals	All modules
A13	A comprehensive awareness of the distinctions between research, evaluation and documentation	Seminar course

## **Cognitive and thinking skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	The capacity to think about work in an interdisciplinary manner	All modules
B2	The capacity to critically reflect on your own practice	Analysing Practice: Presentation and Supporting Document

## **Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	An ability to conceptualise, plan and evaluate Applied Theatre workshops and	Analysing Practice: Presentation and Supporting Document

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
	programmes appropriately	
C2	An ability to work collaboratively with fellow students, artists, organisations	Practice classes and Placements
C3	The ability to work sensitively and responsibly with participants in specific contexts	Placements
C4	The ability to document Applied Theatre practices appropriately	Analysing Practice: Presentation and Supporting Document
C5	A capacity for effective self, peer and group evaluation	Practice classes

## Transferable skills

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D1	Written and oral skills at a competent academic level	Seminar course and tutorial
D2	Ability to facilitate and participate in group discussion	Group work in seminars and practice classes
D3	Ability to facilitate and participate in group practice	Practice classes and student led work
D4	Ability to work collaboratively	All modules
D5	Self-management including enhanced time-management skills, reflection, personal development and planning	All modules

For the Postgraduate Diploma to be awarded, modules to the value of 120 CATS will have been passed and in addition to the learning outcomes above, the following learning outcomes will have been achieved:

## Knowledge and understanding

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A1	A critical understanding of Applied Theatre practices situated within the wider spectrum of Theatre and Performance Studies	Contextual Courses
A2	An ability to analyse range of source materials including government papers, critical texts, performance texts, a range of documentation and evaluations from a range of performance practices	Contextual Courses

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A3	An ability to synthesise the analysis of a range of source materials and demonstrate critical thinking	Contextual Courses
A4	A critical understanding of a specialist field, as selected through the Contextual courses	Contextual Courses
A5	A comprehensive knowledge of different models of Applied Theatre	All modules
A6	An understanding of the interplay between theory and practice, action and reflection (praxis)	All modules
A7	A comprehensive awareness of the distinctions between research, evaluation, documentation and evidence	Seminar course
A8	A critical and comprehensive awareness of Applied Theatre documentation and publications ranging from academic publications through to resource packs, websites and working manuals	All modules

## **Cognitive and thinking skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	Intellectual and conceptual competence and analytical skills	Seminar course, contextual courses and academic supervision

## **Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	An ability to describe, interpret and evaluate and performance events from a range of critical perspectives	Histories Theories and contexts and Contextual courses

## **Transferable skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D1	AS ABOVE	AS ABOVE

In addition to the learning outcomes above, students who successfully complete the programme (and are awarded the MA Applied Theatre: Drama in Educational, Community and Social Contexts with a total of 180 CATS) will be able to:

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	An ability to synthesise the analysis of a range of source materials into clearly formulated arguments	Dissertation

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Intellectual agility, conceptual fluidity, critical competence and analytical skills	Seminar course, contextual courses and academic supervision especially for Dissertation

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	AS ABOVE	AS ABOVE

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Written and oral skills at Masters level	Dissertation
D2	Ability to conceive, pursue and complete an independent research project	Dissertation

## How you will learn

The MA Applied Theatre: Drama in Educational, Community and Social Contexts programme structure employs a range of learning and teaching methods to support the learning outcomes: seminars, mini-lectures, presentations by visiting practitioners, tutorials, practical workshops led by staff and visiting tutors, laboratory workshops led by students, placement project; and the dissertation. The programme is augmented by selected visits to theatre companies, productions, workshops and public seminars and debates. The programme takes full advantage of its London location and of the work that is happening in and around the city. We have a number of highly experienced and innovative Applied Theatre professionals who support the programme as Visiting Tutors.

Student led practice is fundamental to each student's development as a critically rigorous, reflective practitioner who has the vocabulary and skills to make and reflect on Applied Theatre practice. In these sessions, students will be expected to organise ways to continue

to reflect on areas; that they have encountered on the programme, to share their specific skills with each other and to negotiate a space to test and develop new ideas.

Knowledge and understanding learning outcomes are supported and developed through:

1. a 3 hour weekly seminar in the Autumn and Spring term.
2. one to one tutorials which Support the students in their identification of an area for further and deeper investigation through their research essay, placement project and dissertation.
3. a 6 hour, weekly workshop training session in the Autumn and the Spring term.
4. the practical project placement.
5. the contextual module; offered to students in the Autumn and Spring terms.

Cognitive and Thinking Skills, Subject Specific Skills, Professional Behaviours and Attitudes and Transferable Skills are addressed through:

1. seminar input, oral presentation, practical workshops, student-led workshops and all written projects.
2. the practical workshop, student-led sessions, practical project/placement and practical research, which may be part of a dissertation project.
3. the practical project/placement and dissertation.

## **How you will be assessed**

Learning Outcomes are assessed through a variety of methods:

1. the Applied Drama: History, Theory and Contexts essay (6,000 words or equivalent) which focuses research on one or more of these areas. This work is completed at the beginning of the second term, is second marked by either a member of staff or one of the visiting tutor/practitioners and written feedback is given, as with all assessed outcomes.
2. a critical reflection on the student's practical project i placement (6,000 words or equivalent) documenting the experience and the range of work done in an Applied Theatre context reflecting on personal learning outcomes and how their experience informs their understanding of the broader field of Applied Theatre.
3. a dissertation (12,000 words).
4. the contextual modules offered in the Autumn and Spring terms (2 x 6,000 word, or Equivalent).

Students' written work will be assessed in a manner appropriate to the requirements of any particular assignment. In relation to assessed written coursework students are assessed with regard to:



1. an ability to write lucidly and with focused relevance.
2. an ability to identify and examine key issues in relation to the work in hand.
3. an ability to draw upon and evaluate primary and secondary sources as appropriate.
4. an ability to sustain a critical response through the development of coherent analysis.
5. evidence of insight, intelligence and stylistic aptitude in presenting written criticism
6. an ability to structure and sustain a coherent argument at an appropriate level.

## Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	In order to achieve 80% or over, the piece of work being assessed would need to demonstrate that the majority of the learning outcomes have been achieved to an Outstanding level. Marks in this category will be awarded for work which demonstrates a conceptual mastery of the material, is highly original and potentially shows new insights into both business and the application of creative process.
70-79%	Distinction	In order to achieve 70% or over, the piece of work being assessed would need to demonstrate that the majority of the learning outcomes have been achieved to an Excellent level (distinction threshold). Marks in this category will be awarded to work which shows conceptual and stylistic distinction; which features a secure and discriminating acquaintance with the field of study; which engages with the subject in a notably intelligent way; and which is clearly and accurately presented. The work will be of outstanding achievement in all or a consistent combination of the above areas.
60-69%	Merit	In order to achieve 60-69%, the piece or work being assessed would need to demonstrate that the majority of the learning outcomes have been achieved to a good extent. Some of the qualities of first-class work may be found in this category but the difference will be either of degree or realisation. The work will be characterised by soundness of argument or analysis, acquaintance with the field of study, coherence and relevance. The work should be of high merit in all these areas or considerable merit in some areas and a good standard in others.
50-59%	Pass	In order to achieve 50-59%, the piece of work being assessed would need to demonstrate that the majority of the appropriate learning outcomes have been achieved to a satisfactory extent. Marks in this range will reflect solid competence and achievement, although the work might be partial rather than

Mark	Descriptor	Specific Marking Criteria
		consistent in clarity, precision and effectiveness. It might, for example, rely too heavily on secondary sources at the expense of personal critical activity; be insufficiently detailed; or tend towards description rather than analysis. The work should be of good standard in the areas listed in the classification above or good in some areas and of a satisfactory standard in others.
30-49%	Fail	Fail standard - the mark indicates that the work is below the standard of a Masters degree. The piece of work being assessed demonstrates that the majority of the outcomes have been achieved to a less than satisfactory extent. Marks in this range will reflect work that is significantly inconsistent or flawed in relation to all or some of the areas listed above.
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes at Masters standard.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

## How the programme is structured

The programme can be taken one year full-time or two years part-time. All students on the programme take four taught courses and the dissertation.

Depending on a part-time student's schedule it is possible to take a contextual module or placement in either year one or year two. Attendance is mandatory for all aspects of the programme.

Applied Theatre: History, Theory and Contexts is a seminar module which runs across the Autumn and Spring Terms and considers:

1. The development of contemporary Applied Drama practices and the influences of theory and practice in the fields of drama and theatre in education, community theatre and political theatre.
2. Critical engagement with issues of representation, participation, access, inclusion and ethics in the field of Applied Theatre and Performance.
3. Applied Drama and Theatre practices in particular sites with specific communities or addressing particular issues; topics may include Disability; Pupil Referral Units; Prisons; Homelessness; working with refugees; Sites of Conflict; Theatre with or for

Young People; working with elders; intergenerational practice; working in museums, galleries, libraries and archives.

4. The methodologies and legacies of theatre and performance practitioners/organisations which may include Augusto Boal, Liz Lerman, Joan Littlewood, Michael Chekhov, Noel Grieg, Geese Theatre Company and Cardboard Citizens amongst others.
5. Research methodologies.

## Applied Theatre Placement

The Applied Theatre practical workshops run across the Autumn and Spring terms and consider a range of areas which may include:

1. The development of practical skills and a shared critical language for making and reflecting on theatre and performance.
2. Developing facilitation skills including structuring of workshops and projects; establishing a safe working space; exploration and adaptation of games, exercises, techniques; working collaboratively; documentation and critical reflection.
3. Site: the practicalities and challenges of working in educational community and social contexts.
4. Developing project proposals.
5. Evaluation.
6. Self, peer and group reflection.

During the Autumn term, students will begin to prepare for their placements which will usually take place in the Spring and/or Summer term. The start time and duration of the placements will be negotiated with the Module Convenor and with the placement host.

## Contextual Courses

Previous Contextual Courses on offer include: Prisons/Punishment/Performance: Cultural Policy and Practice, New Performance Writing in the UK, Performance Praxis, Contemporary Directors, The Sociocultural Analysis of the Musical, African Theatre and Performance; Radical Performance.

Students choose one option from autumn modules and one from spring term modules.

**Student Led Laboratory:** This practice based session runs across the academic year and provides an investigative space for students to test, critique, adapt and develop their practice.

**Dissertation:** All students will undertake a 12,000 word dissertation. Practice can be one of the research methodologies. There is a dissertation workshop early in the summer term and

students are supported with at least two dissertation tutorials.

## Full-time mode

Module Title	Module Code	Credits	Level	Module Status	Term
Applied Drama: History, Theory and Contexts	DR71092A	30	7	Compulsory	1-2
Contextual Courses to the value of 60 credits	Various	60	7	Compulsory	1-2
Analysis of Practice	DR71093C	30	7	Compulsory	1-3
Dissertation	DR71062A	60	7	Compulsory	1-3

## Part-time mode

### Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Applied Drama: History, Theory and Contexts	DR71092A	30	7	Compulsory	1-2
Analysis of Practice	DR71093C	30	7	Compulsory	3

### Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Contextual Courses to the value of 60 credits	Various	60	7	Compulsory	1-2
Dissertation	DR71062A	60	7	Compulsory	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

One of the strongest legacies in the field of Applied Theatre has been the development of theatre education and outreach work over the past twenty years. In addition to this, beyond the arenas of theatre and education, in the world of health, social work and development, there has been a growing awareness of the usefulness of drama and theatre to address issues that are of specific concern to groups of people in a range of educational, community and social settings. Funding for this work is increasingly available for a range of sources beyond the Arts Council England, including charities and foundations, local government agencies and national and international organisations supporting the development of arts and humanities research and practice. The British Council, UNICEF, Save The Children and a number of international non-governmental organisations are increasingly using Applied Theatre to facilitate and encourage social change.

The MA Applied Theatre: Drama in Educational, Community and Social Contexts has seen a growth in the number of applicants since its inception in 1993, with international student applications from Barbados, Iceland, Taiwan, USA, Canada, Germany, Cyprus, Hong Kong, Thailand, Australia, Japan, Ireland and Greece.

Training in setting up a Company and in becoming freelance is provided by alumni. Placement hosts provide mentoring and advice and many alumni gain employment in organisations who host our placements.

Graduates from the programme have either found employment in the following areas:

- Establishment of an Applied Theatre arts organisation or theatre company
- Participation producer in mainstream Theatre Company (i.e. Young Vic, Talawa, BAC, South Bank Centre, Royal National Theatre)
- Education director developing participatory drama programmes in a women's refuge/in anti domestic violence organisation Working with people with profound learning disabilities
- Developing multi-sensory, interactive performances Theatre work with early years children
- Theatre work with elders Teacher training
- Working in pupil referral units
- Developing theatre programmes within the education department of a prison
- Developing family learning programmes through drama for refugee families in East London Theatre education
- Community theatre Further Education Young People's Theatre Museum education
- Others have continued with research study towards MPhil or PhD qualification

## The requirements of a Goldsmiths degree

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 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. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

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

### Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

### Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

### Classification

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

Distinction – 70%+

Merit – 60-69%

Pass – 50-59%

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

## **Interim exit awards**

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits 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](http://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:

You may be asked to perform your work in a London venue, or undertake a placement, and you would be expected to make your own travel arrangements to these venues on such an occasion.

## **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](#).