

MA Art and Ecology

Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Final Award: MA Art and Ecology

Programme Name: MA Art and Ecology

Total credit value for programme: 210 credits

Name of Interim Exit Award(s): Not applicable

Duration of Programme: 15 months full-time

UCAS Code(s): Not applicable

HECoS Code(s): (100059) Fine Art

QAA Benchmark Group: Art and Design

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: November 2022

Home Department: Art

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

Not applicable

Programme overview

The MA Art and Ecology is a fifteen-month studio-based postgraduate programme for emerging artists who want to engage in meaningful and transformative ways with the most pressing ecological questions of our time. This is a unique programme seeks to develop new ways in which contemporary art practice can make interventions in a wide range of ecological contexts and extend the ways in which ecology is understood. During this MA we support artists to develop art practices in diverse sites and scales dedicated to imagining and shaping liveable futures.

The MA invites artists to develop innovative art projects grounded in rigorous artistic research and a profound understanding of how ecological challenges such as climate breakdown, pollution and biodiversity loss are inseparable from questions of social justice. Alongside more conventional forms of art-making, this course supports artists who engage with forms of practice such as food production, sustainable data, citizen and expert science, re-wilding, inter-species care and co-dependence, somatic work and ritual.

Through the development of a year-long artistic project, students learn skills and build networks essential to pushing the boundaries of art's engagement with ecology, for sustaining their artistic practice after graduation, for developing as educators, producers and leaders in a wide range of fields, or for pursuing doctoral research. While on the programme, students participate in an experimental laboratory, attend lectures and seminars in the history and theory of art and ecology, and learn best professional practice through talks and workshops. As well as the outstanding visibility of exhibiting in the postgraduate Art degree shows and online publication of a project journal, the course provides opportunities to collaborate with a wide range of local and international communities and institutions, including study trips and opportunities to collaborate in artistic research, design creative workshops and participate in public engagement with leading artists, preparing students to flourish as artists dedicated to ecology.

Programme entry requirements

You should have – or expect to be awarded – an undergraduate degree of at least upper second class standard with a substantial fine art component, or can demonstrate (via CV, Portfolio, personal statement and interview – see below for more details) an established creative practice appropriate to qualify for entry. We welcome applicants from disciplines related to ecology with evidence of an artistic practice sufficiently developed for MA study. Consideration will be given if you do not have an academic background but can demonstrate professional experience in this area.

Applicants should apply with a proposal for an artistic project that engages with any aspect of ecology. Applications should include a CV, a portfolio of completed works (12 images and/or 5 minute moving image), a project proposal outlining the project you wish to develop during the programme, as well as a statement explaining your motivation for joining the programme and how you expect to contribute to and gain from it.

You must show through your portfolio, indicative project proposal and application statement that you are:

- Interested in conceiving and realising innovative artworks/projects within an art practice engaged with ecology
- Produce art works to a high standard, both independently and with others
- Demonstrate a good awareness of your individual artistic and critical concerns
- Reflect critically on thematic and material approaches to art practice engaged with ecology
- Be willing to develop excellent knowledge and understanding of the relationship between your own interests and the critical concerns of contemporary art and ecology

These criteria are assessed during the application procedure by a panel of academic staff from the Art Department. The attributes must also be in evidence in person at interview. All shortlisted Home applicants are asked to attend an interview in person, while Overseas

applicants have the option to be interviewed in person or by Skype. The Art Department will make reasonable adjustments to ensure accessibility.

The programme draws applicants from around the world with diverse cultural backgrounds and experiences. We actively encourage these applications as well as those from mature learners who wish to broaden their creative knowledge base.

If English is not your first language, you will need to meet our English language requirements to study with us. For this programme we require an IELTS 7 with a 7 in writing. If you need assistance with your English language, we offer a range of courses at our Centre for Academic Language and Literacies that help prepare you for postgraduate-level study. The Art Department's Graduate Diploma in Art for students from non-artistic backgrounds and for students with IELTS 6 provides a route for direct entry into the MA Art and Ecology.

Programme learning outcomes

The MA Art and Ecology is a research-led practice programme that aims to provide specialized post-graduate training for artists who wish to:

1. Participate in imagining and creating new ecological relations and liveable futures through art-making, developing the unique capacities that art practice has to engage with the most pressing environmental issues of our time.
2. Achieve professional exhibition standards and innovation in art practice that is situated within particular ecological communities and interdisciplinary networks within the expanding field of art and ecology.
3. Focus in-depth on artistic, critical, ethical, political and historical questions in which contemporary art and ecology is situated, developing insight, resilience and sensitivity to place and community while strengthening transnational connections and understanding.

The programme achieves these aims by supporting the student's practice through artistic and critical scrutiny and in the student's development of a portfolio of works that situates their practice and demonstrates a critical understanding of Art and Ecology. The programme enables practitioners to experiment and innovate in the expanding field of Art and Ecology, to collaborate with their peers and with external partners and to extend and share knowledge through this process.

The MA Art & Ecology focuses on the integral relationship between the student's critical interests and practice and their relationship with specific sites and communities, and provides a pedagogical framework to enable them to integrate these elements into their work. The student's practice is developed to a professional standard across the programme in a number of ways, including: group and individual presentations, Research Portfolio, Exhibition, Project Journal, formative Research Essay and summative Dissertation.

The programme develops students' skills through an artist-led experimental laboratory, lectures, seminars, workshops, tutorials, site visits, work placements, and through on-going coursework that places a strong emphasis on student-centered learning and collaboration. Students produce a self-organised Research Portfolio, Primary Project (exhibition and project journal) and a formative essay and summative Dissertation, as well as regularly participate in lecture series, peer review seminars, round-table research, site visits, discussions with visiting professionals and seminar presentations. Along with the essential experience provided through the experience of preparing a degree exhibition, the project journal provides students with a public-facing opportunity to display the process of their project's development, which may not be readily visible in exhibition format, providing experience in online publication, which is an increasingly vital mode of disseminating art practice dedicated to extending the understanding and meaning of ecology. Students are provided with training in key aspects of professional practice such as grant writing, working to commission, project management, as well as the practicalities, ethics and legal frameworks of expanded artistic practice involving different modalities of collaboration with external partners, specific sites and more-than-human communities.

Programme Learning Outcomes

- complete a significant artistic project over the duration of the programme, which will be developed through preparation of a Research Portfolio and interim show. The project will be publicly exhibited in the Degree Show and published online as a Project Journal;
- participate in an artist-led Experimental Laboratory;
- a formative essay and a summative Dissertation;
- attend a series of workshops and talks on Professional Practice.

By working on and realizing these achievements you will:

- develop a unique combination of practical, cognitive and analytical skills that will enable you to critically and constructively analyse your own practice in relation to a wider historical and contemporary context
- integrate the various taught components across the programme to work independently to produce an original artistic project
- demonstrate high professional artistic standards in exhibition making and project management
- develop a body of historical and theoretical knowledge that enables you to think and write critically about art and ecology, its processes and exhibition strategies, networks of dissemination and exchange, methods of sustainability, and its social, cultural and ecological contexts.

The subject-specific learning outcomes for the programme are informed by the achievement of professional excellence. You will be supported to develop a wide range of transferable qualities and skills necessary for employment in a variety of contexts. The

Quality Assurance Agency describes these qualities and skills as effective communications skills, 'the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations, and the independent learning ability required for continuing professional development'.

Students who successfully complete the programme will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Engage in independent and original practice and research in contemporary artistic approaches to ecology	Methodologies of Art & Ecology; History and Theory of Art & Ecology; Experimental Laboratory in Art and Ecology
A2	Demonstrate the attainment of professional standards in exhibiting and disseminating their own artistic practice	Methodologies of Art & Ecology; Experimental Laboratory in Art and Ecology; Professional Practice
A3	Investigate, analyse and deploy cultural, historical and theoretical interdisciplinary resources in the rigorous academic interrogation of the meaning of art and ecology	Methodologies of Art & Ecology; History and Theory of Art & Ecology; Experimental Laboratory in Art and Ecology

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Articulate and deploy comprehensive and innovative critical analyses of their own practice	Methodologies of Art & Ecology; History and Theory of Art & Ecology
B2	Analyse whether established critical approaches and methods allow desired outcomes in artistic practice to be achieved	Methodologies of Art & Ecology; History and Theory of Art & Ecology; Experimental Laboratory in Art and Ecology
B3	Demonstrate innovative application of artistic and critical approaches, knowledge and reasoning for self-directed aims in artistic process, project and insight	Methodologies of Art & Ecology; History and Theory of Art & Ecology; Experimental Laboratory in Art and Ecology

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Produce original artwork appropriate to the complexity of critical concerns within art and ecology	Methodologies of Art & Ecology;
C2	Utilise source material effectively for achieving the original and self-directed objectives of their individual practice and research	Methodologies of Art & Ecology; History and Theory of Art & Ecology; Experimental Laboratory in Art and Ecology
C3	Evaluate critically the methods, materials and sustainability of production that are appropriate for making new work, both technically and conceptually	Methodologies of Art & Ecology; History and Theory of Art & Ecology; Experimental Laboratory in Art and Ecology; Professional Practice

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Undertake independent practice and research	Methodologies of Art & Ecology; History and Theory of Art & Ecology; Experimental Laboratory in Art and Ecology
D2	Apply organizational skills and management to a self-directed project in the public sphere or other appropriate contexts in the field of art and ecology	Methodologies of Art & Ecology; History and Theory of Art & Ecology; Experimental Laboratory in Art and Ecology; Professional Practice
D3	Identify independently the aims and ambitions of their own practice and concerns in response to critical contexts, and articulate clearly their critical relation to their own concerns and response to those of others	Methodologies of Art & Ecology; History and Theory of Art & Ecology; Experimental Laboratory in Art and Ecology

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	Overall - The student's presented work demonstrates an exceptionally clear understanding of the concerns of their practice in terms of its professional excellence; is exceptionally original in articulation and research; deploys comprehensive and outstandingly innovative critical analyses of the concerns and contexts of their practice; utilises source

		<p>material highly effectively in order to achieve the original and self-directed objectives of their individual practice and research.</p> <p>Practice: demonstrates outstanding originality and independence; evidences a comprehensive critical and practical analysis of the appropriateness of the means and material of their production; deploys outstandingly innovative and comprehensive critical and practical analysis of the contexts and concerns of the student's own practice. Clearly and comprehensively identifies the aims and ambitions of the student's research, precisely and rigorously articulates a critical and imaginative analysis of the concerns of the practice in response to others' views on it.</p> <p>Discourse: demonstrates highly original independent research advancing the student's understanding and contextualisation of their key concerns; comprehensively and rigorously analyses the relevant sources to establish an exceptionally independent critical position; clearly demonstrates that the writing enables the rigorous articulation of an independent and imaginative critical position.</p>
70-79%	Distinction	<p>Overall - The student's presented work demonstrates a high level of understanding of the concerns of their practice in terms of its professional excellence; is highly original in its articulation and research; deploys comprehensive and highly innovative critical analyses of the concerns and contexts of their practice; utilises source material effectively in order to achieve the original and self-directed objectives of their individual practice and research.</p> <p>Practice: demonstrates significant originality and independence; evidences a thorough critical and practical analysis of the appropriateness of the means and material of their production; deploys highly innovative and comprehensive critical and practical analysis of the contexts and concerns of the student's own practice, demonstrating a high level comprehension of the concerns of the student's own research and its contexts; clearly and comprehensively identifies the aims and ambitions of the student's research; clearly articulates a critical and imaginative analysis of the concerns of the student's practice in response to others' views on it.</p> <p>Discourse: demonstrates highly original independent research advancing the student's understanding and contextualisation of their key concerns; comprehensively and rigorously analyses the relevant sources to establish a highly independent critical position; clearly demonstrates that the writing enables the clear articulation of an independent and imaginative critical position.</p>

60-69%	Merit	<p>Overall - The student's presented work: demonstrates a very good understanding of the concerns of their practice in terms of its professional excellence; is very original in its exhibition of practice and research; deploys comprehensive and innovative critical analyses of the concerns and contexts of their practice; utilises source material well in order to achieve the original and self-directed objectives of their individual practice and research.</p> <p>Practice: demonstrates a good degree of originality and independence; evidences a clear critical analysis of the appropriateness of the means and material of their production; deploys innovative and comprehensive critical analysis of the contexts and concerns of the student's own practice, demonstrating a good level comprehension of the concerns of the student's own practice; clearly identifies the aims and ambitions of the student's practice; articulates well the critical or imaginative analysis of the concerns of the student's practice in response to others' views on it.</p> <p>Discourse: clearly demonstrates independent research advancing the student's understanding and contextualisation of their key concerns; clearly analyses the relevant sources to establish an independent critical position; demonstrates that the adopted mode of writing enables a good articulation of an independent or imaginative critical position.</p>
50-59%	Pass	<p>Overall - The student's presented work: demonstrates a good understanding of the concerns of their practice in terms of its professional excellence; is innovative in its exhibition of practice and research; deploys adequate critical analyses of the concerns and contexts of their practice; utilises source material in order to meet the self-directed objectives of their individual practice and research.</p> <p>Practice: demonstrates some originality or independence; evidences critical analysis of the appropriateness of the means and material of their production; deploys adequate critical analysis of the contexts and concerns of the student's own practice, demonstrating a comprehension of the concerns of the student's own practice; identifies the ambitions of the student's practice; articulates the critical or imaginative analysis of the concerns of the student's practice in response to others' views on it.</p> <p>Discourse: demonstrates independent research advancing the student's understanding and contextualisation of their concerns; analyses the relevant sources to establish an independent critical position; demonstrates that the adopted mode of writing articulates an independent critical or independent position.</p>

30-49%	Fail	<p>Overall - The student's presented work: does not demonstrate enough understanding of the concerns of their practice in terms of its professional excellence; fails to adequately address its exhibition of practice and research; deploys little critical analyses of the concerns and contexts of their practice; does not utilise source material appropriately or critically.</p> <p>Practice: demonstrates little originality or independence; evidences little critical analysis of the appropriateness of the means and material of their production; does not deploy critical analysis of the contexts and concerns of the student's own practice, demonstrating little comprehension of the concerns of the student's own practice; does not identify the ambitions of the student's practice; has no critical or imaginative analysis of the concerns of the student's practice in response to others' views on it.</p> <p>Discourse: does not demonstrate independent research or contextualisation of their concerns; fails to analyse the relevant sources to establish a critical position; does not demonstrate that the adopted mode of writing enables the articulation of a critical or independent position.</p>
10-29%	Bad fail	<p>Overall - The student's presented work: demonstrates minimum understanding of the concerns of their practice in terms of its professional excellence; does not address its exhibition of practice and research at all; deploys no critical analyses of the concerns and contexts of their practice; does not utilise source material.</p> <p>Practice: demonstrates no originality or independence; evidences no critical analysis of the appropriateness of the means and material of their production; does not deploy any critical analysis of the contexts and concerns of the student's own practice, demonstrating no comprehension of the concerns of the student's own practice; fails to identify the ambitions of the student's practice; has no analysis of the concerns of the student's practice in response to others' views on it.</p> <p>Discourse: demonstrates no research or contextualisation of their concerns; fails to analyse any source-material; demonstrates a mode of writing that fails to articulate a critical or independent position.</p>
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

Mode of study

While on the programme you will continually engage with what it means to practise as an artist engaged with ecology, and will actively participate in seminars, tutorials, site visits, workshops and lectures to build your knowledge and understanding, and to strengthen self-reflection and ambition of your practice and its leading ideas. The central feature of this process is that your practice forms the unifying and continuous basis of the curriculum.

You will discuss your own work and that of your peers, you will develop your critical faculties and a language for evaluating your own and others work through the different teaching moments outlined below, and you will learn best practice in terms of sustainability and collaboration with external partners, specific sites and more-than-human communities.

You are expected to evaluate your own learning, develop a self-determined practice, exercise independent research and critical judgment and resolve the practical demands of your work based on a growing understanding of the subject. You are expected to present and analyse complex issues and arguments coherently and to communicate effectively in individual tutorials, group tutorials and seminars. You are required to develop IT and time-management skills, meet deadlines and demonstrate an ability to act autonomously in planning and implementing tasks.

Your practice (independent study) is the central component of the programme and individual tutorials, group tutorials and seminars form the backbone of the teaching throughout the year. These tutorials, group meetings and presentations also form the basis of the continuous support for and monitoring of your Primary Project.

A full list of academic staff working with, writing about and curating art and ecology will be supplied on the programme's webpage, which is currently in development.

The programme invites Visiting Tutors from a wide range of specialisms: artists, filmmakers, curators, writers, scientists, activists and so forth to contribute to group seminars and workshops as well as to provide one-to-one tutorials. Studio visits with these visitors should further your understanding of your work especially in terms of professional practice.

The specific details of tutorials with both Departmental and External Visiting Tutors will be confirmed at the beginning of your studies.

Teaching moments:

1. Tutorials: You will receive scheduled one-to-one tutorials from your tutor each term, these provide the opportunity to discuss the practical and critical concerns of your work and develop your awareness of the wider field of practice through independent research. This will enable both you and your tutor to see your work as part of a developing process. Additionally, there will be opportunity for tutorials with academic staff from across the department, providing a range of conversations and constructive feedback on your research and practice.

2. Group Tutorials: help you to develop your work in a similar way to individual tutorials, but are generated by dialogue between the tutors and a small group of students. These are student-led with tutors responding to the needs and concerns of the participants.

3. Practice Crits: will help you to develop the confidence and ability to discuss your work and the work of others and to use this combined knowledge and experience of the group as a primary learning tool. These intensive critiques bring a small student group and tutors together for individual presentations showcasing the on-going development of your practice and the primary project, providing an opportunity to discuss the intrinsic concerns informing the project whilst testing methods and approaches for display. You will present work three times, once each term. These events are a key form of peer learning, where every student is involved and is expected to participate. You will in addition be expected to engage in written self-evaluation with regard to your presentations for both practice seminars and group tutorials, for which you will receive tutorial feedback with your tutors.

4. Artist-led Experimental Laboratory: will help you to develop your knowledge and practical skills in collaborative work through a workshop format that addresses a particular theme or problematic of Art and Ecology through the collective research, site visits and development of an artist-led project.

5. Exhibition of the Primary Project in July: will see you collaboratively prepare, construct and publicise the exhibition. To this end you will be developing your communication and mediation skills, as well as knowledge of how to render in an exhibition format an ongoing project that may be process-based.

6. History and Theory of Art & Ecology is taught through lectures, seminars, individual tutorials and study visits that draw on a range of expertise from within the Department of Art, invited guests and affiliated institutions, addressing the historical and theoretical contexts and emerging ecologies, including works, movements, themes and ideas that have been central to the formation of the expanded interdisciplinary field of art and ecology, the development of sustainable and ethical modes of art practice, and the histories of ecological struggles, worldviews and communities that demonstrate art's unique capacities to address and intervene in urgent environmental issues including climate breakdown, environmental racism, urban ecologies, extractivism, mass extinction, toxicity. Students will gain an understanding of key theories and histories of ecological thought, including intersectional, decolonial and indigenous environmental justice, politics and practices of planting and food production, materialist philosophy, nuclear cultures, eco-feminism and queer ecology, digital care, the planetary commons (soil, atmosphere, water systems), Rights of Nature, rewilding and the geopolitics of conservation. These are designed to support your practice by enabling you to talk, write about, analyse and evaluate the historical and critical contexts of art and ecology; they further enable you to recognise how debates about art and ecology can support opportunities for critical discussion in the studio.

7. Project Journal: Through workshops and tutorials you will develop a project journal for online publication that will make use of text and images (including animation and video if appropriate) to convey the process of your artistic research in the Primary Project. You will

develop key skills in selection, editing and communication for a mode of dissemination that is increasingly important for artists with an ecological practice.

8. Professional Practice Workshops and Talks: These sessions will provide opportunity for collective learning around the practice and skill base of invited practitioners and professionals from diverse fields, including artists, curators, community workers, activists, social and creative enterprise, NGOs, scientists, legal scholars, and so on, drawing on Art department staff as well as experts from other fields from within Goldsmiths and drawing on a wide local and international network.

Department Facilities:

1. Studios: The student group will have dedicated studio spaces to work in, and have access to seminar rooms equipped with facilities for screening and audio. The studio space that is shared across the programme underlines the collaborative nature of practices in the field of Art and Ecology. The studios form the base for your activities for the duration of your studies and enables you to benefit from contact with students from the programme.

2. Laboratories / Equipment: There are specialist laboratories, staffed by highly skilled managers and technicians who can assist you on a one-to-one basis. Each research laboratory is equipped with manual, mechanical and digital facilities and operates in an interdisciplinary way. Facilities provide opportunities for print and dye, printmaking, stitch and fabric, casting, metalwork, woodwork, constructed textiles, photography, basic electronics, 3-D printing, casting, digital media and video. There is also a pigment garden and a campus allotment. Students with specific equipment needs will be supported on an as-needed basis upon discussion with the Programme Leader.

3. Art Research Garden (in development): The Lewisham Way Garden for Artistic Research behind 41 and 43 Lewisham Way hosted its first artist-in-residence and public events in 2021 and 2022. Its purpose is to facilitate a wider range of artistic research into living systems, cultivation and processing of plants, from food to pigments, rewilding, soil care, composting, techniques for alleviating pollution, eco-pedagogy, and the therapeutic and social benefits of gardening, as well as a space for teaching and public engagement through workshops, performances and other events.

College facilities and research resources:

1. Library: The Library has an extensive collection of resources to support the study of Art and Ecology. A portal to aid access to inter-disciplinary study resources on Green and Environmental issues is in development.

In addition the IT Service Desk based within the Library provides a range of equipment for 2-3 day loan to all Goldsmiths students for academic or research work, including: cameras, field recorders, microphones, tripods, amplifiers, video projectors and so forth.

A full list of available equipment is available on: www.gold.ac.uk/it/equipment-loans/

2. Specialist Libraries and Collections: In addition to Goldsmiths Special Collections & Archives, which include the Women's Art Library, Goldsmiths Textile Collection and the Daphne Oram Archive, students will be able to access the rich resources of specialist libraries available in London, including the Wellcome Collection Library, the Natural History Museum Library, and the South London Botanical Institute Library, among many others.

3. Critical Ecologies Research Stream is a cross-departmental research stream at Goldsmiths that organises regular public events for artists, researchers and the general public, and provides a platform and peer-to-peer support network for ecology-themed research being developed across different departments. Students benefit from the rich line up of international speakers and interdisciplinary workshops on offer across the College.

4. Virtual Learning Environment and Goldsmiths email: These are the main communication channels of the College. The VLE contains the programme handbook and specific information about all components of the programme, which should be checked regularly for new content and announcements, and it enables students to access and share resources, ask questions, make comments and take part in discussions. In addition, you will receive regular communication from the Programme Leader and teaching staff, as well as administrative staff, and it is your responsibility that you read everything that you are sent, and act upon it where appropriate.

5. Goldsmiths Centre for Contemporary Art provides further research opportunities.

6. External organisations: Students on the MA Art and Ecology have benefited from the programme's external partner organisations, including the Horniman Museum, Delfina, Deptford Creek Discovery Centre, the Cultural Institute for Radical Contemporary Art (CIRCA) and Kew Gardens. It continues to build on existing relations that the Art department has with local, regional and international art institutions, wildlife and conservation centres, community organisations, NGOs and scientific institutions for the purpose of collaboration and study visits.

Programme structure

Full-time mode (include heading only where there is PT route)

Academic year of study 1* - terms 1/2/3/4

Module Name	Module Code	Credits	Level	Module Type	Term
Art and Ecology (includes: Methodologies of Art and Ecology 70% weighting History and Theory of Art and Ecology 30% weighting Experimental Laboratory 0% weighting Professional Practice 0% weighting)	FA71082A	210	7	Compulsory	1-2-3-4

***This is a 15 month programme taking place over four terms**

Students accepted onto the programme will already have outlined their key interests in their indicative project proposal. It is from this starting point that the student is supported in developing their project through various teaching modes, including tutorials, seminar presentations, research skills training, workshops and master classes with relevant professionals, which continue across the four terms of the programme.

There is one route for successful completion of the MA Art and Ecology programme: 15-months full-time.

There is no part-time option, and no exit point. Formal teaching and development of the individual student project takes place across Term 1 (Autumn), Term 2 (Spring), Term 3 (Summer) and Term 4 (Autumn), punctuated by an exhibition in July and the publication of the project journal in December of the final term. The dissertation is completed over the summer, and submitted at the end of August.

The programme has one compulsory module made up of four components that run simultaneously. All components of the programme are mandatory for all students. All assessment points must be passed to allow for progression. Full details of schedules and guidelines are given in the programme handbooks and confirmed at the beginning of studies.

With the exception of the workshops, seminars and lecture programme, the teaching and learning is centered on the students' artwork, their Primary Project, that is largely constituted of student-centered learning, guided independent research and studio practice.

After Reading Week in Term 2, students present an Interim Show, for which they receive feedback geared towards developing their approach for the Degree Show in July. At the end of Term 2, students submit a Research Journal focused on the strategic overview of their project, its aims, contextual background, research questions and methods, timeframe and appropriateness and sustainability of resources. Both the Interim Show and the Research Journal will indicate the areas of support the student needs toward the continuing development of their project and its realization at the degree show exhibition in July of Term 3 and project journal in December of Term 4.

Concurrently, at the beginning of the first term, students participate in the four-week Experimental Laboratory in Art and Ecology, following which they produce a group presentation and an individual report in response, and they are introduced to History and Theory of Art and Ecology, which continues over terms 1, 2 and 3, with the dissertation submitted at the end of August. The Professional Practice talks and workshops run over terms 2, 3 and 4.

Students successfully completing components of the MA Art and Ecology will be awarded 210 CATS (credits).

Academic support

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

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

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

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

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

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

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments to provide bespoke academic literacy sessions. It also offers a programme of academic skills workshops and one-to-one provision for students throughout the year.

Placement opportunities

While the programme does not offer formal work placements, students on the programme have elected to participate in a range of ad hoc extra-curricular opportunities to participate in artistic research projects, workshop design or events with leading artists and arts organisations.

Employability and potential career opportunities

The MA Art and Ecology is designed to offer students an understanding and experience of contemporary art practice engaged with ecology that has a breadth of outcomes and a variety of transferable skills in the knowledge that the professional field demands creative and practical flexibility.

Upon completion of the programme students will be equipped to work professionally in a range of circumstances including:

- Independent artists for whom ecology is the central concern of their practice;
- Artists working independently or within collectives and/or organisations developing their own projects and for whom written funding applications, publicity and contextual statements require a key set of skills;
- Cultural policy makers, teachers and academics;
- Curators and programmers in the field of Art and Ecology;
- Writers and critics;
- Institutional and independent innovators.

Upon completion, MA Art and Ecology graduates should be able to continue with the critically informed practice they will have fostered at Goldsmiths and go on to contribute effectively to the development of art practice engaged with ecology in whichever cultural location they are situated.

Throughout the duration of the programme students will be introduced to and work alongside leading professionals from within the field of Art and Ecology, through workshops, seminars and one-to-one meetings. These will include: curators, programmers, commissioners, scientists, activists, writers, critics and technical experts. This will contribute to the individual student establishing their own professional network, as well as providing significant experience and understanding of the processes of project commissioning, production, display and distribution in the field of Art and Ecology.

Students completing the programme should be able to establish themselves as practitioners of significance in the field of contemporary art and ecology and related professions.

The Department of Art has a long and continuing record of alumni establishing professional careers and achieving considerable success in the field, including nominations to and winners of the Jarman Award, the Turner Prize and the Oscars, alongside and in addition to alumni who show their work internationally at museums, publish and commercial galleries, as well as on national television, international film festivals and biennales. Department of Art staff lead major international research projects on themes in the field of Art and Ecology and the GND for Goldsmiths is centering ecological concerns at the heart of college policy, its research and teaching.

The MA will prepare graduates for Doctoral study in their chosen area of research. In addition, they should be able to establish themselves as teachers at graduate and post-graduate level.

Graduates of the programme will also be able to find employment in sectors outside of the subject area. Here, the transferable skills that are required for, and promoted by, the successful completion of the programme – such as analytic, critical, managerial, organizational and communicative competences, including participation in the public Degree Show and maximizing their web presence in order to raise their profile – find their value beyond the subject specific concerns in which they are developed.

Programme-specific requirements

You should have – or expect to be awarded – an undergraduate degree of at least upper second class standard with a substantial fine art component, or can demonstrate (via CV, Portfolio, personal statement and interview – see below for more details) an established creative practice appropriate to qualify for entry. We welcome applicants from disciplines related to ecology with evidence of an artistic practice sufficiently developed for MA study. Consideration will be given if you do not have an academic background but can demonstrate professional experience in this area.

Applicants should apply with a proposal for an artistic project that engages with any aspect of ecology. Applications should include a CV, a portfolio of completed works (12 images and/or 5 minute moving image), a project proposal outlining the project you wish to develop during the programme, as well as a statement explaining your motivation for joining the programme and how you expect to contribute to and gain from it.

You must show through your portfolio, indicative project proposal and application statement that you are:

- Interested in conceiving and realising innovative artworks/projects within an art practice engaged with ecology
- Produce art works to a high standard, both independently and with others
- Demonstrate a good awareness of your individual artistic and critical concerns
- Reflect critically on thematic and material approaches to art practice engaged with ecology
- Be willing to develop excellent knowledge and understanding of the relationship between your own interests and the critical concerns of contemporary art and ecology

These criteria are assessed during the application procedure by a panel of academic staff from the Art Department. The attributes must also be in evidence in person at interview. All shortlisted Home and EU applicants are asked to attend an interview in person, while Overseas applicants have the option to be interviewed in person or by Skype. The Art Department will make reasonable adjustments to ensure accessibility.

The programme draws applicants from around the world with diverse cultural backgrounds and experiences. We actively encourage these applications as well as those from mature learners who wish to broaden their creative knowledge base.

If English is not your first language, you will need to meet our English language requirements to study with us. For this programme we require an IELTS 7 with a 7 in writing. If you need assistance with your English language, we offer a range of courses at our Centre for Academic Language and Literacies that help prepare you for postgraduate-level study. The Art Department's Graduate Diploma in Art for students from non-artistic backgrounds and for students with IELTS 6 provides a route for direct entry into the MA Art and Ecology.

Tuition fee costs

Please see the programme webpage for up-to-date information on current tuition fee costs:

<https://www.gold.ac.uk/pg/ma-art-ecology/>

Specific programme costs

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.