MA Arts and Learning
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 Arts and Learning

Name of Interim Exit Award(s):

Postgraduate Certificate in Arts and Learning

Postgraduate Diploma in Arts and Learning

Duration of Programme: 1 year full-time or 2-5 years part-time

UCAS Code(s): Not applicable

HECoS Code(s): (100459) Education Studies

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: Educational Studies

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

Programme overview

The MA Arts and Learning (MAAL) programme arose from the collaboration of Goldsmiths, Tate Modern and the national Artist Teacher Scheme to enable art practitioners to reflect upon and engage practically and theoretically with the contemporary studio practice, research and pedagogies, creating new work and responding to the changing nature of contemporary art, gallery practices and art education. The integration of studio practice, theory and pedagogy originally defined the character of the programme.

The foundations of the MAAL, still exist however, with a change in staffing expertise, experience, practice and the increase in research based practice and practice based research the MAAL has evolved in terms of ideology, content and structure.

The MAAL in its current form is designed for artists, practitioners, teachers and educators, in informal and formal learning contexts to extend, enrich, and consolidate the overlapping practices of contemporary art and pedagogy through individual and collaborative research.

The MAAL is underpinned with the theories of contemporary art, learning and critical and dialectical pedagogy.

Through engaging in praxis, practice with theory and theory with practice, the MAAL aims to enable students to: create new work; develop innovative research methodologies and outcomes; critically debate the changing nature of contemporary art, gallery/exhibition practices and art education; and sustain this praxis as artist educators beyond the MAAL.

The programme places a strong emphasis on student-centred and directed independent learning and research, where teaching sessions and personal tutorials draw on the critical reflection and development of artist educator praxis (not a separation of this praxis but conceiving these as; overlapping, blurred, feeding each other-no hierarchy): including artistic, theoretical, political and pedagogical concerns. This emphasis on independent learning is very important at Goldsmiths. Students are expected to deeply engage with theory and practice to develop and sustain their own ideas and practices as artist teachers.

Therefore, the programmes original three main areas have evolved to include:

- practices: collaborative and socially-engaged-participatory productions/exhibitions/presentations/research;
- the history, theory and practices of contemporary art and presentations: critically analysing contemporary work from students/ collections/exhibitions in terms of cultural theory, communication and pedagogy;
- the study of contemporary art education and pedagogy: this is key to the artist teacher concept, and the relationship between artist and educator praxis and where and how students' position themselves, critically engaging with praxis and the sustainability of this praxis.

Programme entry requirements

Entry requirements are based upon experience in learning contexts with evidence of a commitment to arts education, and a willingness to engage in theoretical and practice-based study. There is a requirement to demonstrate a commitment to a critical engagement/re-engagement with and development of personal artistic, pedagogical and theoretical practices, as well as an interest in contemporary art.

Candidates will be expected to have (or expect to be awarded) an undergraduate degree of at least second-class standard in an appropriate arts-based area with evidence of experience in learning contexts and a commitment to arts education.

All applicants will be interviewed, and are required at application to upload/include evidence of practice, such as a portfolio of work, although there is no requirement for this portfolio to be current or extensive; a sample of past or lapsed practice will be sufficient. At interview the portfolio will be used primarily as a starting point for discussion.

Part-time students are expected to provide themselves with a suitable working space during the programme.

The course is suitable for: community artists, artists, gallery educators, researchers, primary and secondary teachers, subject coordinators, and FE educators.

Aims of the programme

1) To provide students with an opportunity to critically reflect upon and evaluate their own practices (artistic and pedagogic) in relation to contemporary artist teachers and artists' work presented at international sites/centres, such Tate, CAL, and/or other comparable sites/centres.
2) To enable students to enrich, extend and consolidate artistic and pedagogical practices for the production of new work/research by planning and executing structured programmes of independent study, with the opportunity to apply a range of practical and theoretical skills through specified collaborative and individual practice/s.
3) To present students with an opportunity to engage in sustained practical and theoretical research as a substantial element in their continuing professional development as artist teachers.
4) To enable students to reflect upon the changing nature of the relationship between contemporary art and pedagogy, and to provide opportunities to engage with practitioners, teachers, artists and galleries/sites to explore the corresponding critical, political, practical and pedagogical debates.
5) To identify and understand the politics, practices and theories of presentation, exhibition and distribution both historically and in contemporary global cultures, and the relationship with pedagogy.
6) To provide opportunities for students to critically engage with issues regarding dialectical and critical theories, pedagogies and art practices.

The MAAL is a part of the national Artist Teacher Scheme (ATS), which has generic aims that are embraced within the programme. The ATS aims are primarily concerned with the continuing professional development of art educators, and the programme has been designed to meet these wider, general development requirements in addition to the specific programme aims given above.

The aims of the Artist Teacher Scheme are as follows:

- opportunities for artist teachers to review and develop their creative practice in relation to the highest levels of contemporary practice in the contexts of higher education institutions, art museums and galleries;
- postgraduate certification for artist teachers, linked to postgraduate courses and research degrees so that artist teachers may take their practice to the highest level qualification appropriate;
- increased access to arts organisations and institutions, art galleries and museums, artists' studios and artists;
- improved standards of teaching and learning in art and design in schools and colleges;
- wider access to specialist centres of art and design in higher education, enhancing the research environment for artists and designers;
- widen access to museums and galleries to enable increased use of visual arts exhibitions as a resource for post-graduate teaching and learning, developing a research culture in art museums and galleries, making new and lasting links between artists, art museums and galleries and formal education;
- The fulfilment of the above aims would by implication fulfil the further aim to benefit the cultural economy of the UK by enhancing the quality of its artistic community.

What you will be expected to achieve

For Postgraduate Certificate to be awarded, normally upon successful completion of 60 credits (Revisiting Practice and Spaces of Practice), the following Learning Outcomes must be achieved:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	An advanced and in-depth understanding of developments in the contemporary field through the practice of professional artist teachers, artists and gallery specialists.	All modules
A2	In-depth critical and theoretical understanding of the historical and contemporary spaces of practice across art, theory and pedagogies.	Spaces of Practice

Code	Learning outcome	Taught by the following module(s)
A3	A detailed knowledge of how spaces of practice explores issues, including learning, culture and identity.	Spaces of Practice

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The ability to conceptualise and present complex critical and reflective statements about their praxis and its development within their specialist art and pedagogic field.	Revisiting Practice, Critical Pedagogy, Independent Studies
B2	In-depth analytical and critical skills, utilising acquired knowledge to enable critical analyses of issues relevant to contemporary art and pedagogical practices.	Spaces of Practice

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	A critical awareness of their capability as a productive artist teacher.	Revisiting Practice, Critical Pedagogy, Independent Studies

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	High level skills in organising and managing practical and theoretical assignments.	All modules
D2	Highly effective time-management skills.	Revisiting Practice, Critical Pedagogy, Independent Studies
D3	The skills to work effectively as a group member.	Revisiting Practice, Critical Pedagogy, Independent Studies

For the Postgraduate Diploma to be awarded, normally upon successful completion of 120 credits (Revisiting Practice, Critical Pedagogy, Spaces of Practice and elective) of the programme, the following Learning Outcomes must be achieved in addition to all of the learning outcomes listed under Postgraduate Certificate:

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Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A critical and analytical understanding of the function and application of critical pedagogies in contemporary art practices and cultural, political and social contexts.	Revisiting Practice, Critical Pedagogy

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Acquisition and deployment of advanced critical perspectives in their field utilising advanced specialist terms.	All modules
B2	Complex and advanced levels of analysis, evaluation, and review of personal production contextualised within the broader field of study.	Critical Pedagogy, Spaces of Practice and Independent Studies

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	A thorough practical and theoretical knowledge of contemporary developments, research and debates in relation to their own specialist practices as an artist teacher.	Revisiting Practice, Critical Pedagogy, Independent Studies

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Advanced skills in identifying, selecting, critically analysing and evaluating visual and textual data.	All modules
D2	Critical application of theoretical learning by identifying and utilising appropriate media and technologies.	Spaces of Practice, Critical Pedagogy
D3	The ability to present and communicate advanced specialist information to other professionals, students and to the public by visual and textual means.	All modules

Code	Learning outcome	Taught by the following module(s)
D4	The ability to operate creatively and imaginatively within the constraints of designated tasks.	Revisiting Practice, Critical Pedagogy and Independent Studies

Each module of this programme has its own detailed learning outcomes and related methods of assessment that complement the overall learning outcomes of the programme. By the end of the MA Arts and Learning programme, a typical student engaging fully in the programme modules and activities should expect to have acquired:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	An advanced and in-depth understanding of developments in the contemporary field through the practice of professional artist teachers, artists and gallery specialists.	All modules
A2	An advanced and in-depth theoretical knowledge and understanding of developments in contemporary art and visual culture pedagogies.	All modules
A3	A critical and analytical understanding of the function and application of critical pedagogies in contemporary art practices and cultural, political and social contexts.	Revisiting Practice, Critical Pedagogy
A4	In-depth critical and theoretical understanding of the historical and contemporary spaces of practice across art, theory and pedagogies.	Spaces of Practice
A5	A detailed knowledge of how spaces of practice explore issues, including learning, culture and identity.	Spaces of Practice

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The ability to conceptualise and present complex critical and reflective statements about their praxis and its development within their specialist art and pedagogic field.	Revisiting Practice, Critical Pedagogy, Independent Studies

Code	Learning outcome	Taught by the following module(s)
B2	In-depth analytical and critical skills, utilising acquired knowledge to enable critical analyses of issues relevant to contemporary art and pedagogical practices.	Spaces of Practice
B3	Acquisition and deployment of advanced critical perspectives in their field utilising advanced specialist terms.	All modules
B4	Complex and advanced levels of analysis, evaluation, and review of personal production contextualised within the broader field of study.	Spaces of Practice, Critical Pedagogy, Independent Studies
B5	Advanced skills in the analysis and interpretation of seminal theories and production in contemporary art and pedagogy.	Spaces of Practice, Critical Pedagogy, Independent Studies
B6	In-depth critical evaluative skills in relation to the reception of personal pedagogic and artistic practice within broader critical debates, and in relation to contemporary systems of production and display.	All modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	A critical awareness of their capability as a productive artist and teacher.	Revisiting Practice, Critical Pedagogy, Independent Studies
C2	Specialist skills and techniques to a chosen field of practice as a productive artist teacher, including visual art, craft, design, performance, socially-engaged and/or conceptual art.	Revisiting Practice, Critical Pedagogy, Independent Studies
C3	A thorough practical and theoretical knowledge of contemporary developments, research and debates in relation to their own specialist practices as an artist teacher.	Revisiting Practice, Critical Pedagogy, Independent Studies

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	High level skills in organising and managing practical and theoretical assignments.	All modules
D2	Highly effective time-management skills.	Revisiting Practice, Critical Pedagogy, Independent Studies
D3	Advanced skills in identifying, selecting, critically analysing and evaluating visual and textual data.	All modules
D4	Critical application of theoretical learning by identifying and utilising appropriate media and technologies.	Spaces of Practice, Critical Pedagogy
D5	The ability to present and communicate advanced specialist information to other professionals, students and to the public by visual and textual means.	All modules
D6	The facility to effectively conduct extended personal research.	Independent Studies
D7	Advanced scholarly and archive skills.	Spaces of Practice, Independent Studies
D8	The ability to operate creatively and imaginatively within the constraints of designated tasks.	All modules
D9	The skills to work effectively as a group member.	Revisiting Practice, Critical Pedagogy, Independent Studies
D10	The skills to work effectively as an independent agent.	Independent Studies

How you will learn

Knowledge and Understanding - Learning and Teaching Methods

Presentations, workshops and seminars provided by established and contemporary artist educators and artists through the Artist Teacher Scheme, Tate and CAL etc aims to provide students with an opportunity to critically reflect upon and evaluate their own practices and also provides a wide variety of contacts and support networks. Collaboration is also examined within and across the MAAL.

Workshops will enable students to re-engage in their practices, supported by tutors, and enhanced by guest lectures by established practitioners and research visits to contemporary galleries/centres, including those in the private sector; skills and techniques will be developed and enhanced to an advanced level through the developmental structure of the modules, which start at a reengagement and consolidation level (Revisiting Practice) and progress through critical, collaborative and dialectical analysis (Critical Pedagogy) and culminate in an extensive independent enquiry (Independent Studies). Practice will be structured and supported with a theoretical discourse (praxis) that is cognisant of the artistic and pedagogical aspects of the programme, in this way enhancing the understanding of praxis located in wider discourses. There are visits to artist educator sites/ centres to contextualise and analyse praxis, including design and craft practices.

Gallery/Museum study/analysis of: Tate Modern, Whitechapel, Showroom and other contemporary gallery/exhibition/research sites/centres will provide students with the opportunities to meet with specialists and to experience the newest developments in the field. Account is taken of the way contemporary work/practice is commissioned and embedded and the way that these processes challenge existing museum/gallery practices.

Exhibitions/Presentations/Collaborative Practice at the end of the Revisiting Practice, Critical Pedagogy and Independent Studies modules, students will display/present/share praxis and provide presentations and statements (or journals) of the development of their understanding and knowledge, and individual/group vivas for in-depth discussion and development of independent/ collaborative praxis.

Individual/Group tutorials and seminars will be held regularly throughout the programme for in-depth exploration and questioning of concepts, practice and theory generated throughout the programme. Knowledge and understanding is reinforced, shared and opportunities to explore and develop these new ideas and practices. All of the key ideas and concepts of the programme are explored and supported during these sessions.

Lectures: support each all of the courses and will develop knowledge and understanding of new developments in the fields of contemporary praxis, presentation and pedagogy. Critical reflection of students' artist educator praxis will form the basis of key lectures to maintain the grounding of the programme in pedagogical practices.

An option module may be selected from the:

- MA Education: Culture, Language and Identity, or
- Masters level course from another department at Goldsmiths

This will enable students to explore in greater depth specialist interests and/or art and pedagogy.

Development of critical and reflective statements, journals and essays are enabled through workshops, group discussion and tutorial support. The development of knowledge and understanding is expressed through essay writing and statement composition. They will be drafted and organised during teaching sessions and for the installation of exhibitions/presentation. There will be tuition on critical analyses of existing displays and exhibitions/press at Tate Modern; critical writing; critical and analytical readings of texts; guided reading; lectures; tutorials; student-led discussion; critical task-sharing; visiting speakers; independent study tasks; student presentations.

Subject knowledge and understanding is underpinned by visual and theoretical research, which is supported through workshops and seminars, and through the resources of Goldsmiths, Tate and comparable centres and the Artist Teacher Scheme.

The material for the statement, journal and the viva is supported and drafted in the preceding seminars and tutorials, ensuring that the students are fully prepared for the questioning and analysis that will ensue in the assessment procedures outlined below.

Cognitive and Thinking Skills - Learning and Teaching Methods

The support of praxis (exhibition/presentation/statement/viva) is a fundamental method by which advanced creative intellectual skills are developed through the compulsory modules of the programme. Through structured group discussion/critique students develop, practice and communicate statements about existing and emerging praxis; here opportunities are provided for the parole of the students' new and experimental thinking, which may also be developed through working journals.

Written statements/proposals/rationales are prepared for teaching sessions and the development of projects, and provide a platform for the intellectual questioning and defence of artist educator praxis. Presentations, seminar discussions, and responses to workshops continue this process. Structured critical essays encourage the development of cognitive skills in relation to the broader field of study.

Participating in personal/group tutorials/discussion supports questioning of knowledge and theories related to contemporary art and pedagogical practice. The development of projects/praxis, and the intellectual defence of these projects/praxis, through presentations, seminar discussions, responding to artist educator presentations and the critical engagement of readings continues this process.

The gallery sessions utilise collections/artist teachers and expertise through tutor and curator/gallery educator-led discussions. These visits and workshops facilitate and enhance cognitive and thinking skills by identifying and analysing constructions of display and exhibition. The attendant lectures, seminars, plenary discussions, gallery-sited discussions,

and archive research provide abundant opportunities for dynamic development of these skills, as well as collaboration, socially engaged skills and practices.

Cognitive and thinking skills are developed in relation to professional practice as a artist teacher through critical writing; critical and analytical readings of texts; student-led discussion/critique, lectures, reflective essays, supported individual study, independent/collaborative praxic presentations, evaluations of professional praxis, and through written feedback to assignments.

Subject Specific Skills and Professional Behaviours and Attitudes - Learning and Teaching Methods

Workshops and teaching session will enable students to re-engage/engage in their practice supported by tutors, and enhanced by fellow students, guest presentations by established practitioners, and research visits to Tate and other contemporary galleries/ centres/sites; Skills and techniques will be developed and enhanced to an advanced level through the development structure of the courses, which start at a reengagement and consolidation level (Revisiting Practice) and progress through critical, collaborative, dialectical analytical level (Critical Pedagogy) and culminate in an extensive independent enquiry (Independent Studies). Practice will be structured and supported with a theoretical discourse (praxis) that is cognisant of the artistic and pedagogical aspects of the programme, in this way enhancing the understanding of praxis located in wider discourses. There are visits to artist educator sites/centres to contextualise and analyse praxis, including design and craft practices.

Exhibitions/Presentations: at the end of the Revisiting Practice, Critical Pedagogy and Independent Studies modules will provide students with opportunities to display/present/share praxis and provide presentations and statements (or journals) of the development of their practice-based subject skills, and individual/group vivas for in-depth discussion and development of praxis.

Individual/Group tutorials and seminars: will be held regularly throughout the programme for in-depth exploration and questioning of concepts, practice and theory generated throughout the programme. Practice-based subject skills are then reinforced, shared and opportunities to explore and develop these new skills and practices. All of the key ideas and concepts of the programme are explored and supported during these sessions.

Transferable skills - Learning and Teaching Methods

Students will develop these skills through written tasks, installation of exhibitions/presentations, workshops, workshop tasks, guidance on managing workload,

meeting deadlines, analysis of tasks, professional and pedagogic skill utilisation (e.g. from teaching) in managing time and work.

Transferable skills will be supported and enhanced though seminar discussions, feedback on tasks, tutorials, guided reading, responding to workshops, independent text and practice-based research, group workshop tasks, visual research, archive research, and gallery/museum workshops.

Communication opportunities are provided through exhibitions/presentations of practice and theory; group presentations/ tutorials, seminar presentations, written tasks, individual tutorials, vivas, viva rehearsals, problem sharing, group support meetings, discussions with artist teachers.

Student Centered and Directed - Learning and Teaching Methods

The MAAL programme places a strong emphasis on student-centered and directed learning, where teaching sessions and personal tutorials draw on the critical reflection and development of your artist educator practices: including artistic, theoretical, political and learning and teaching concerns. Independent learning/research (practice with theory) is expected throughout the MAAT, this typically involves independent critical reflection and development of your practices as artist educator including: additional readings, preparing topics for discussion/presentations, self-directed/initiated collaborations with fellow students, producing essays, artist teacher statements, research, planning, organising and producing practice-based work and/or projects, curating exhibitions and presentations, both individually and collaboratively.

This emphasis on independent learning is very important for the MAAL at Goldsmiths. We don't just want you to accept what we tell you without question. We want you to be deeply engaged with theory and practice to develop, sustain and push your own ideas and practices as artist teachers.

Study and Writing Support - Learning and Teaching Methods

An excellent website of Resources for English Academic Literacy is available at Goldsmiths. It is recommended that all MAAL students work through the pages on this website. It can be found at www.real.gold.ac.uk and can be read from outside the College, though you need to be on the College network to use the interactive elements. Additionally the English Language Centre learn.gold page is very helpful.

You can also access guidelines and information regarding study skills and referencing on the MAAT learn.gold site, titled 'Resources'.

How you will be assessed

Knowledge and Understanding - Assessment

The MAAL uses a number of complementary assessment strategies. These have been devised to appropriately assess the range of learning outcomes presented above. Each course has its own specific outcomes derived from those presented here, and these are explained in detail in each of the course learning outcomes.

Praxis (Individual/Collaborative): is assessed by exhibitions/presentations/performances with critical reflective statements during a viva for Revisiting Practice, Critical Pedagogy and Independent Studies. Critical and reflective statements/essays will elucidate the practical (artistic and pedagogical) and theoretical, processes and assist in the assessment of the course, as well as underpin the viva. Statements may be substituted with working journals that fulfil the same function.

The viva is a dialogical assessment method (formative and summative) in the presence of the exhibition work, supporting work and statement or journal, with at least two members of the course staff. The viva will be audio recorded for moderation and external examination purposes.

For the Spaces of Practice module, students are assessed by a critical and reflective essay from a choice of themes that are set in advance and published in the course handbooks. Students are then required to independently and in negotiation with tutors develop a specific focus/question. Independent Studies includes an essay/rationale- research question is developed in negotiation with course tutors, as well as an exhibition/presentation with critical statement (or journal) during a viva.

During the programme there will be a number of occasions when students are required to present/share their ideas and works in progress, in order to share practice, experience and the acquisition of new knowledge and understanding. These are not formally assessed; rather they prepare students for the assessment process and also enable communities of praxis for sustainable development of knowledge and understanding beyond the MAAL.

Cognitive and Thinking Skills - Assessment

Students are expected to demonstrate the development of their cognitive and thinking skills through the production/ presentation/sharing of their praxic outcomes/evidence and this is reflected in each courses criteria. They will be summatively and formatively assessed through the statements (or journals) and vivas, and formatively supported through feedback in tutorials and seminars. For Spaces of Practice, Critical Pedagogy, Independent Studies and optional modules, critical thinking and cognitive skills are assessed summatively

through essays and formatively by feedback to written work. In tutorials, seminars and workshops interim and formative assessments are indicated by feedback to students on the cognitive skills evident in the production/presentation of their praxic work.

Subject Specific Skills and Professional Behaviours and Attitudes - Assessment

Practice-based subject skills are assessed by the production/presentation/sharing/exhibition of their praxic outcomes/evidence with a supporting critical statement during the viva and this is reflected in Revisiting Practice, Critical Pedagogy and Independent Studies criteria. The critical and reflective statements or working journals will elucidate the working processes and assist in the assessment of practice-based subject skills, as well as underpin the viva. The viva is a dialogical assessment method (formative and summative) in the presence of the praxic outcome/evidence and statement or journal, with at least two members of the programme staff. The viva will be audio recorded for moderation and external examination purposes.

Transferable Skills - Assessment

These are not formally assessed as such; nevertheless support and guidance is given throughout the programme and the development of these skills is vital to its successful completion. Assessment is implicated in transferable skills in the following ways: meeting deadlines, appropriate levels of work in terms of scope and breadth, self-appraisal, consistent approaches, formative and summative exhibition/presentation assessments, written task assessments, observation and feedback on performance in seminars, statements, working journals, essays, vivas, praxic-based outcomes and presentations.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	Overall Candidates will have demonstrated that they have achieved the specific learning outcomes of the course to an exceptional level. The work is of outstanding merit throughout. Research shows outstanding evidence of sustained academic enquiry drawing on a comprehensive range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks, reviewed critically with insight, independence and originality of thought. Practice demonstrates outstanding research and there is abundant evidence of contextualisation and critical analysis; excellent technical competence utilising processes and materials with confidence and expertise; appropriate visual

Mark	Descriptor	Specific Marking Criteria
		and aesthetic codes explored thoroughly and employed incisively; work displays outstanding material/technical coherence appropriate to the idea/theme. Text based Arguments and the presentation of evidence will demonstrate highly sophisticated reasoning and be exceptionally clear, well focused and cogent, considered to be of publishable quality.
70-79%	Distinction	Overall the work shows evidence of rigorous analytical research in its conceptualisation of the project; an excellent level of response to the set tasks; the conceptual coherency of the work/project is strong and ideas are researched and deployed within a clearly defined contextual framework. Research shows ample evidence of sustained academic enquiry; the work draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks; Practice has been researched thoroughly and a process of contextualisation and critical analysis is much in evidence; abundant evidence of high technical competence utilising appropriate processes and materials with confidence; appropriate visual and aesthetic codes well explored and employed incisively; work displays excellent material/technical coherence appropriate to the idea/ theme. Text-based work is extremely well structured and ideas are articulated and synthesised clearly through a cogent argument. Correct scholarly procedures employed throughout with care and accuracy.
60-69%	Merit	Overall evidence of good analytical research in the conceptualisation of the project; a very good level of response to the set tasks; the conceptual coherency of the work is good and ideas are researched and deployed within a defined contextual framework. Research shows evidence of sustained academic enquiry; the work draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks. Practice is coherent and displays material and technical cohesion appropriate to the idea; good technical competence utilising a range of processes and materials with confidence;

Mark	Descriptor	Specific Marking Criteria
		the brief has been well researched with clear evidence of contextualisation and critical analysis; appropriate visual and aesthetic codes have been successfully explored and employed. Text-based work is well organised, with sound underlying structure and ideas are articulated clearly. Correct scholarly procedures employed throughout with accuracy.
50-59%	Pass	Overall mainly adequate level of response to the set task; the conceptual coherency of the work/project is largely adequate and ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework. Research shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed. Practice utilises a limited range of processes and materials in a technically adequate manner; appropriate visual and aesthetic codes have been explored and employed inconsistently. The brief has been researched but limited evidence of a process of contextualisation and critical analysis. Text-based work is structured around an argument although the focus is not always clear; largely correct scholarly procedures employed.
30-49%	Fail	Overall inadequate level of response to the set task; the realisation of the concept does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent. Research shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed. Practice. The visual/conceptual coherency of the work/project is inadequate and ideas are not fully researched or deployed sufficiently; contextual frameworks not well established; appropriate visual and aesthetic codes have not been explored. Text-based work is lacking structure and/or a sound argument; the focus is not clear; incorrect scholarly procedures, inaccurate references.

Mark	Descriptor	Specific Marking Criteria
10-29%	Bad fail	Overall the work may not be without merit but not Masters standard. The concept is realised inappropriately or under developed. Research: Range of sources is very limited; little interpretation or analysis; lacking breadth or awareness of contextual framework. Practice. Materials and processes do not demonstrate a level of expertise commensurate with that necessary for the coherent articulation of the visual idea/ concept. The work may have merits but is not at Masters level. Variable presentation/display with errors and inconsistencies. Little evidence of technical competence. Text-based: Weak organisational structure lacking in discussion and commentary; unfocused or lacking coherent argument; incorrect scholarly procedures employed.
1-9%	Very bad fail	The submission does not attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	Failure to submit or a plagiarised assessment.

How the programme is structured

The structure of the MAAL is flexible; students may study one year full-time, or normally three years part-time, or an approved combination of full-time and part-time study (2-5 years), the maximum duration of part-time study is five years. To obtain the MAAL, students need to achieve 180-credit accumulation and transfer (CAT) credits, at Masters level.

Each module normally consists of 10 three-hour sessions or equivalent. These may be within one term or across an academic year. Sessions are usually scheduled from 17.30 to 20.00.

Full-time mode

Module Title	Module Code	Credits	Level	Module Status	Term
Revisiting Practice (RVP)	ED71125A	30	7	Compulsory	1
Spaces of Practice (SP)	ED71124B	30	7	Compulsory	2
Critical Pedagogy and Contested Spaces (CP)	ED71141C	30	7	Compulsory	2

Module Title	Module Code	Credits	Level	Module Status	Term
EITHER: Location and Intersubjectivity in Art and Therapy (LIAT)	ED71128B	30	7	Optional	1
OR: An approved module offered in another department	Various	30	7	Optional	1,3
OR: One non-compulsory module from MA Education: Culture, Language and Identity	Various	30	7	Optional	1,3
Independent Studies (IS)	ED71129B	60	7	Compulsory	1,3

Part-time mode

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Revisiting Practice (RVP)	ED71125A	30	7	Compulsory	1
Students have the option of selecting modules from the above table up to the value of 60 CATS	Various	30-60	7	Compulsory and Optional	1,2,3

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Students have the option of selecting modules from the above table up to the value of 90 CATS	Various	30-90	7	Compulsory and Optional	1,2,3

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Students have the option of selecting modules from the above table up to the value of 90 CATS	Various	30-90	7	Compulsory and Optional	1,2,3

Academic year of study 4

Module Title	Module Code	Credits	Level	Module Status	Term
Students have the option of selecting modules from the above table up to the value of 90 CATS	Various	30-90	7	Compulsory and Optional	1,2,3

Academic year of study 5

Module Title	Module Code	Credits	Level	Module Status	Term
Independent Studies (IS)*	ED71129B	60	7	Compulsory	1,3

NB: Students on the part time route are able to structure their study between 2 and 5 years. It is expected that students will complete 120 CATS credits of study from the above list before undertaking the Independent Studies module (ED71129B), which can be undertaken from the second year of study, up until the fifth year, with the fifth year being the last in which the Independent Studies module can be taken.

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.

Programme specific support

MAAL students, often professionals who work full-time and who are returning to formal study after an extended break, will need to make adjustments to the new experiences of postgraduate study.

Induction sessions at the beginning of the programme of study are designed to support all students in making these adjustments. These sessions include refreshers on study skills,

such as using the library and research facilities, writing essays, and using citation systems, introduction to the studio spaces and facilities at Goldsmiths, including the technical support available and relevant health and safety practices. The programme places a strong emphasis on student-centred and directed learning, where teaching sessions and personal tutorials draw on the critical reflection and development of students' artist educator practices. Supporting this critical reflection and analysis is a necessary part of the academic process, and the induction assists with these processes and ways of thinking. Additionally, the programme and module handbooks provide detailed guidance and assessment criteria to support these pedagogies.

Management of time is crucial given the limited time and space available to busy professionals. Professionals tend to have accomplished skills in this area, since these are routinely integrated into work practice. Nevertheless, returning to a larger workload sometimes does require adjustment and management, and the programme team, cognisant of this heavy workload, have designed the programme to provide support at potentially pressured moments, such as staging exhibitions and assessment deadlines. The flexibility of the programme is indicative of our recognition of the high levels of professional commitment and restricted study hours. Many potential students are able to take advantage of the Tate summer school that precedes the programme that supports our introduction to critical and analytical practice.

All modules have a lead tutor who will meet the student to discuss his or her progress and who will also be available to the student to discuss issues pertaining to the module. Any issues regarding their life as students at Goldsmiths students are encouraged to see the Departmental Senior Tutor and/or the Head of Programme and access Goldsmiths Student Support Services. Individual tutorials may be requested at any time during the module to help and support students. Online support is provided through Learn. Gold, the college virtual learning environment, which is available to all students online, on and off campus. This helps provide the foundation for the mutual support networks that are characteristic of the artist teacher schemes. Students are expected and supported to identify independent learning/research needs during the programme.

The practice-based design of the programme fosters a great deal of informal contact and opportunities for advice and support. As part of the exhibitions/presentations, student-led constructive group reviews and evaluations will be held which will provide further opportunities for an assessment of progress, both within and on the programme. The national Artist Teacher Scheme continuing professional development programme also provides support and information networks. The Head of Programme is available to discuss any issues arising throughout the programme of study. Students are encouraged to email members of staff to arrange an appointment/tutorial. Programme and module information, a student handbook, as well as timetable details are usually sent to students in advance of the beginning of term.

Throughout the programme there is experiential practice-based learning reinforced and developed through critical and theoretical analyses, including reflection upon and integration with pedagogical practice. This takes place by a process of independent project work, reflection and interaction with fellow students and professionals, and by a rigorous engagement with contextualising literature and research. The module and lead tutors support the students through these processes. The beginning of the Independent Studies module the module leader, through a dialogical-based workshop with fellow students supports the conceiving of a research focus/question and provides general advice and answer specific concerns regarding the final module. Additionally, staff from the English Language Centre conducts three teaching sessions focusing on academic writing as a genre, structure of writing and academic referencing of sources.

A variety of library resources and arrangements also enhance learning. There is an excellent collection of journals, and up to date texts at the Goldsmiths Library. The library computer resources are of great source/facility for filmmaking, Photoshop, animation and graphics work. Information and communications technology is an important resource on the programme, for studying, support and accessing the programme content the programme is designed to support the continuing professional development of ICT. There are dedicated art and design ICT facilities in 288 New Cross Road that available for students. Students are also encouraged to take advantage of the library resources available through the University of London, particularly the Institute of Education's excellent collection of education resources.

If students encounter difficulties at any time with their studies, lead tutors and other Study Area staff can provide additional academic support whilst the Senior Tutor and Deputy Senior Tutor are available by appointment to discuss welfare-centred issues. The Department supports Goldsmiths' Disability Awareness policies. Students with specific needs in this regard are considered on an individual basis. The programme makes strenuous efforts to ensure that its teaching spaces are accessible. Other specific needs are considered and taken up on an individual basis. Goldsmiths actively supports students with specific learning difficulties (e.g. dyslexia), and provisions are made to ensure that all students, regardless of specific difficulty/disability, derive full benefit from the learning environment. In addition to specialist advice and assistance within Goldsmiths, the Department ensures that all module materials are suitable for all students and, where necessary, these are all material meet the requirements of individual students. The location and length of formal examinations may be individually tailored to ensure that no student is at a disadvantage regarding assessment.

Goldsmiths also provides a range of other student support services. Details can be found on the College web site (www.goldsmiths.ac.uk). Students have access to the Goldsmiths Library, Multi-media, Audio-Visual Study resources and Computer Services and Language Resources and these provide a substantial means of supporting other aspects of your

learning. 288 New Cross Road also provides a base where students can meet and organise mutual support networks.

Links with employers, placement opportunities and career prospects

This programme is part of the national Artist Teacher Scheme, which is supported by the National Society for Education in Art and Design (NSEAD) and the Arts Council of England. Tate Modern, The South London Gallery, The Showroom Gallery and Whitechapel Gallery are partners and contribute to aspects of teaching, learning and assessment.

Skills and Careers

Through the programme, students will develop independent thinking, understand theoretical underpinning, and the ability to question and have confidence in their ideas and practice - skills that will benefit them throughout their chosen career. Students will develop: critical and analytical skills; creative and practical skills; ability to express complex and sophisticated ideas with clarity and confidence; the ability to work independently and collaboratively; IT skills.

MAAL alumna, continue to research and engage in the presentation and dissemination of their practices through practice, exhibitions, socially-engaged projects, international conferences and international journals.

Careers

Our graduates have an outstanding employment record in the fields of education, galleries/museums, social work/charity, health, public administration and welfare with the majority of graduates gaining full-time employment in a variety of careers including:

- Teacher, lecturer, tutor;
- Heads of Faculties/Departments; Community artists;
- Gallery educators/curators; Practicing artists/photographers.
- According to data collated by DHLE-lite the median salary of MAAT graduates is £40k.
- Emotional intelligence (taught by all modules)

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](#).

Specific programme costs

Not applicable.

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](#).