

MA Arts and Learning Programme Specification

Awarding Institution: University of London (Interim Exit Awards made by Goldsmiths' College)
Teaching Institution: Goldsmiths, University of London
Final Award: MA Arts and Learning
Programme Name: MA Arts and Learning
Total credit value for programme:
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; 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: May 2024
Home Department: Educational Studies
Department(s) which will also be involved in teaching part of the programme: none

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.

Programme learning outcomes

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
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:

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	All modules

Code	Learning outcome	Taught by the following module(s)
	professionals, students and to the public by visual and textual means.	
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	Revisiting Practice, Critical Pedagogy, Independent Studies

Code	Learning outcome	Taught by the following module(s)
	about their praxis and its development within their specialist art and pedagogic field.	
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	Revisiting Practice, Critical Pedagogy, Independent Studies

Code	Learning outcome	Taught by the following module(s)
	relation to their own specialist practices as an artist teacher.	

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

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
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<p>80-100%</p>	<p>Distinction (Outstanding/Exceptional)</p>	<p>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.</p> <p>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 and aesthetic codes explored thoroughly and employed incisively; work displays outstanding material/technical coherence appropriate to the idea/theme.</p> <p>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.</p>
<p>70-79%</p>	<p>Distinction</p>	<p>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.</p> <p>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;</p> <p>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.</p> <p>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.</p>

60-69%	Merit	<p>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.</p> <p>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.</p> <p>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; 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.</p> <p>Text-based work is well organised, with sound underlying structure and ideas are articulated clearly. Correct scholarly procedures employed throughout with accuracy.</p>
50-59%	Pass	<p>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.</p> <p>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.</p> <p>Text-based work is structured around an argument although the focus is not always clear; largely correct scholarly procedures employed.</p>
30-49%	Fail	<p>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.</p>

		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.
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.

Mode of study

The programme is taught in person.

Programme structure

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
An approved module offered in another department	Various	30	7	Optional	1,3
OR: One non-compulsory module from MA Social Justice in Education:	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 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 offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Placement opportunities

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.

Employability and potential career opportunities

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)

Programme-specific requirements

Not applicable

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

Specific programme costs

Not applicable