

<b>Awarding Body/Institution</b>	University of London
<b>Teaching Institution</b>	Goldsmiths, University of London
<b>Name of Final Award and Programme Title</b>	MA Critical and Creative Analysis
<b>Name of Interim Award(s)</b>	Postgraduate Certificate in Critical and Creative Analysis; Postgraduate Diploma in Critical and Creative Analysis
<b>Duration of Study/Period of Registration</b>	1 year full-time or 2 years part-time.
<b>UCAS Code(s)</b>	N/A
<b>QAA Benchmark Group</b>	Sociology
<b>FHEQ Level of Award</b>	Level 7
<b>Programme Accredited by</b>	N/A
<b>Date Programme Specification last updated/approved</b>	August 2017
<b>Primary Department/Institute</b>	Sociology

<b>Departments which will also be involved in teaching part of the programme</b>
Not Applicable

### **Programme overview**

Cultural processes are creative and dynamic, meaning that our analysis of them must be too. How can cultural analysis engage with the most significant challenges of the contemporary globalised world, with all its inequities and all its possibilities? Can the critical traditions of sociological thought provide adequate responses to today's world?

This programme emphasises the critical analysis of cultural processes from both an advanced theoretical perspective and a rigorous, empirical one.

Our most flexible MA, the programme benefits from an expanded choice of option modules.

In addition to the core module and one chosen from within a wide range of Sociology options, you are able to choose two further modules from across a range of participating departments, allowing you to tailor the degree to your individual interests.

The MA attracts students with backgrounds in social science, humanities and philosophy as well as more creative pursuits, and from across the world.

### **Programme entry requirements**

Successful applicants will have a 2:1 or equivalent from their honours undergraduate degree programme in a relevant subject. Those without this level of qualification may make a case for consideration, and will be interviewed for admission. Applicants should be able to express their interest in the programme in the application's supporting statement. Additionally, applicants not educated in English will be expected to have an IELTS score of at least 6.5. Overseas applicants may be interviewed, where appropriate, by telephone

### **Aims of the programme**

The MA Creative and Critical Analysis enables students to develop critical and analytical interdisciplinary

perspectives on contemporary socio-cultural processes. Drawing on theoretical resources from cultural studies, 'continental' philosophy, feminist perspectives, contemporary anthropology, critical literary, aesthetic and textual approaches, the programme offers a sense of the breadth of possible approaches, while developing the skills necessary to produce original analyses in a scholarly and inventive manner.

Over the course of a year (full time) or two years (part time) students will develop high level theoretical knowledge and skills, principally through the programme's core module, where they will be discussed in relation to a range of phenomena; complementing the core module, the students will – under guidance of the programme convenor - choose a selection of options from the wide range available across College. Through the options, the programme aims to give flexibility for students to pursue interdisciplinary approaches and their application to the socio-cultural processes of particular interest to them. It is expected that new knowledge, understanding and writing ability at the appropriate level will result.

The programme will enable students to:

- Gain critical knowledge on a range of approaches to the analysis of contemporary socio-cultural issues.
- Develop appropriate analytic skills by reading, discussing and writing across core and option Modules at masters' level.
- Plan, develop and present original pieces of socio-cultural analysis in line with their interests and expertise.
- Develop forms of analysis appropriate to their written projects.
- Develop methods of enquiry appropriate to their dissertation project.

Graduates from this programme will be in an advanced position to present critical and creative analyses in a variety of academic, professional and community contexts. They will have strong transferable skills in project development and execution, and advanced level skills in thinking and writing socio-cultural analysis.

This specification is informed by the Framework for Higher Education Qualifications, reflects the College's and the Department's mission statements, and is written with consideration to the policies of both the Goldsmiths Learning and Teaching Strategy Committee and the Sociology Department's MA Learning and Teaching Strategy.

Author: Professor Vikki Bell

### What you will be expected to achieve

For the Postgraduate Certificate to be awarded, modules to the value of at least 60CATS – of which 30CATS will usually be the core - will have been passed and the following learning outcomes will have been achieved. All options will contribute to the overall learning outcome of the programme. However, given the range of options available it is not possible to give specific learning outcomes to the optional modules.

<b>Knowledge and Understanding</b>		<b>Taught by the following modules</b>
<b>A1</b>	To demonstrate a high level of knowledge and critical understanding of selected key theoretical texts in contemporary cultural analysis.	What is Culture? Key Theoretical Interventions, Optional modules
<b>A2</b>	To comprehend and critique theoretical models of analysis in relation to socio-cultural processes in the contemporary world.	What is Culture? Key Theoretical Interventions, Optional modules
<b>A3</b>	To analyse socio-cultural phenomena in relation to specific theoretical approaches and texts across the range of fields and topics followed in your chosen option modules.	Optional modules

<b>Cognitive and Thinking Skills</b>		<b>Taught by the following modules</b>
<b>B1</b>	To conceptualise and present critical and reflective accounts of relevant theories and philosophies.	What is Culture? Key Theoretical Interventions, Optional modules
<b>B2</b>	To show critical analytical skills in exploring and/or applying concepts in written work.	What is Culture? Key Theoretical Interventions, Optional modules

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
<b>C1</b>	To apply complex theoretical ideas creatively to other texts and socio-cultural processes.	What is Culture? Key Theoretical Interventions, Optional modules
<b>C2</b>	To explore socio-cultural processes in relevant high-level specialist terms.	What is Culture? Key Theoretical Interventions, Optional modules
<b>C3</b>	To articulate potential strengths and weaknesses of different modes of approach to socio-cultural processes.	What is Culture? Key Theoretical Interventions, Optional modules

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	To survey and select appropriate primary and secondary sources for written work using library facilities.	What is Culture? Key Theoretical Interventions, Optional modules
<b>D2</b>	To work independently and effectively	What is Culture? Key Theoretical Interventions, Optional modules
<b>D3</b>	To communicate complex ideas clearly in written form.	What is Culture? Key Theoretical Interventions, Optional modules
<b>D4</b>	To write within specified word limits and to deadlines.	What is Culture? Key Theoretical Interventions, Optional modules

For the Postgraduate Diploma to be awarded, modules to the value of at least 120CATS will have been passed – of which 30CATS must be the core - and the following learning outcomes will have been achieved. All options will contribute to the overall learning outcome of the programme. However, given the range of options available it is not possible to give specific learning outcomes to the optional modules.

<b>Knowledge and Understanding</b>		<b>Taught by the following modules</b>
<b>A1</b>	To demonstrate a high level of knowledge and critical understanding of selected key theoretical texts in contemporary cultural analysis.	What is Culture? Key Theoretical Interventions, Optional modules
<b>A2</b>	To comprehend and critique theoretical models of analysis in relation to socio-cultural processes in the contemporary world.	What is Culture? Key Theoretical Interventions, Optional modules
<b>A3</b>	To analyse socio-cultural phenomena in relation to specific theoretical approaches and texts across the range of fields and topics followed in your chosen option modules.	Optional modules

<b>Cognitive and Thinking Skills</b>		<b>Taught by the following modules</b>
<b>B1</b>	To conceptualise and present critical and reflective accounts of relevant theories and philosophies.	What is Culture? Key Theoretical Interventions, Optional modules
<b>B2</b>	To show critical analytical skills in exploring and/or applying concepts in written work.	What is Culture? Key Theoretical Interventions, Optional modules

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
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<b>C1</b>	To apply complex theoretical ideas creatively to other texts and socio-cultural processes.	What is Culture? Key Theoretical Interventions, Optional modules
<b>C2</b>	To explore socio-cultural processes in relevant high-level specialist terms.	What is Culture? Key Theoretical Interventions, Optional modules
<b>C3</b>	To articulate potential strengths and weaknesses of different modes of approach to socio-cultural processes.	What is Culture? Key Theoretical Interventions, Optional modules

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	To survey and select appropriate primary and secondary sources for written work using library facilities.	What is Culture? Key Theoretical Interventions, Optional modules
<b>D2</b>	To work independently and effectively	What is Culture? Key Theoretical Interventions, Optional modules
<b>D3</b>	To communicate complex ideas clearly in written form.	What is Culture? Key Theoretical Interventions, Optional modules
<b>D4</b>	To write within specified word limits and to deadlines.	What is Culture? Key Theoretical Interventions, Optional modules

All options will contribute to the overall learning outcome of the programme. However, given the range of options available it is not possible to give specific learning outcomes to the optional modules. Students who successfully complete the MA Critical and Creative Analysis programme will be able to:

<b>Knowledge and Understanding</b>		<b>Taught by the following modules</b>
<b>A1</b>	To demonstrate a high level of knowledge and critical understanding of selected key theoretical texts in contemporary cultural analysis.	What is Culture? Key Theoretical Interventions, Optional modules
<b>A2</b>	To comprehend and critique theoretical models of analysis in relation to socio-cultural processes in the contemporary world.	What is Culture? Key Theoretical Interventions, Optional modules
<b>A3</b>	To analyse socio-cultural phenomena in relation to specific theoretical approaches and texts across the range of fields and topics followed in your chosen option Modules.	What is Culture? Key Theoretical Interventions, Dissertation
<b>A4</b>	To choose an appropriate approach to your chosen area of study from a range of possible analytical approaches.	What is Culture? Key Theoretical Interventions, Dissertation

<b>Cognitive and Thinking Skills</b>		<b>Taught by the following modules</b>
<b>B1</b>	To conceptualise and present complex critical and reflective accounts of relevant theories and philosophies.	What is Culture? Key Theoretical Interventions, Dissertation
<b>B2</b>	To show in-depth and critical analytical skills in exploring and/or applying concepts in extended written work.	What is Culture? Key Theoretical Interventions, Dissertation
<b>B3</b>	To apply complex theoretical ideas creatively to other texts and socio-cultural processes.	What is Culture? Key Theoretical Interventions, Dissertation
<b>B4</b>	To explore socio-cultural processes in relevant advanced specialist terms.	What is Culture? Key Theoretical Interventions, Dissertation
<b>B5</b>	To articulate potential strengths and weaknesses of different modes of approach to socio-cultural processes.	What is Culture? Key Theoretical Interventions, Dissertation
<b>B6</b>	To plan a critical, reflective and sustained analysis	What is Culture? Key Theoretical

	of an original dissertation-length project, and to execute that plan with guidance of a supervisor.	Interventions, Dissertation
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<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
<b>C1</b>	To explain key ethical questions involved in approaching an analysis of socio-cultural processes and to ensure your approach satisfies appropriate professional ethical standards and procedures	Dissertation

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	To survey and select appropriate primary and secondary sources for written work using library facilities.	What is Culture? Key Theoretical Interventions, Dissertation
<b>D2</b>	To plan, develop and produce sustained analyses of a range of cultural phenomena to the appropriate standard	What is Culture? Key Theoretical Interventions, Dissertation
<b>D3</b>	To work independently and effectively.	What is Culture? Key Theoretical Interventions, Dissertation
<b>D4</b>	To communicate complex ideas clearly and persuasively in written form.	What is Culture? Key Theoretical Interventions, Dissertation
<b>D5</b>	To write within specified word limits and to deadlines	What is Culture? Key Theoretical Interventions, Dissertation
<b>D6</b>	To produce an original piece of critical and creative analytic work of considerable length (12-15, 000 words).	Dissertation

## How you will learn

Teaching methods and module content are designed to develop and support wide independent reading and thinking, critical investigation in written form and the organisational skills required for further advanced work in the social sciences or humanities.

### a) Teaching and Learning

The programme utilises the following distinct teaching strategies:

1. Lectures. The core and option modules use lectures, normally of one hour, to summarise key concepts and developments in relevant debates. For the core module and option modules, students are required to read at least one set reading, which will be a common reference point for the lecture. The lecture will enable students to self-assess their comprehension, develop critical perspectives on the reading, place the reading within broader debates and the historical development of the field. The lecture will, additionally, provide a modelling of the way to summarise and critically interrogate texts, relate them to other texts and relevant cultural phenomena outside the text. Each lecture will have a further, more extensive reading list which students are encouraged to explore, necessarily so if you choose to write your assignment in this area.
2. Seminars. The core module and options modules employ seminars, normally following the lecture and of one hour duration. For the core module (and some option modules additionally), students choose a week in which you will present a short 10minute presentation on the key reading or related topic, in order to facilitate the seminar discussion. Seminars provide students with practice in articulating their thoughts on complex theoretical texts and socio-cultural processes, and an opportunity to explore concepts in relation to examples and to test your ideas against and alongside others'.

3. Workshops. The dissertation workshops provide students the opportunity to work through all questions related to carrying out critical analysis at this level. The seminars support all aspects of approaching the dissertation tackling questions of approach, relevant texts, ethical questions and how to write and present the thesis. Students writing their dissertations will present a 15minute presentation on their dissertation which will be the subject of group discussion. Visiting fellows of the department are encouraged to join the programme convenor at these sessions. In this way you will receive the opportunity to summarise and present your project and to gain valuable feedback on all aspects. This experience is helpful for all students, including first year part-time students.
4. Supervision. The one-to-one supervisions offer valuable continuity of in-depth discussion about the dissertation. You will discuss the texts, approaches, ethics, resources and questions of writing and presentation. You will be allocated a supervisor early on in the programme on the basis of your provisional research topic.
5. Consultation and feedback hours. The students are encouraged to visit lecturers outside class time to discuss ideas from the module and to plan essays. After students have received feedback from their Autumn term essays, they may also meet with lecturers to discuss any implications for future work. Lecturers have office hours to which students may arrive without advance arrangements; there is also provision for lecturers to meet with students individually by prior mutually agreeable arrangement. To facilitate the planning of essays this is particularly encouraged.
6. Seminars and conferences within the Department of Sociology, under the auspices of CSISP, the Unit for Global Justice and CUCR, as well as in other departments of the college, will complement and help enrich the students' understanding and development of ideas.
7. The VLE. The virtual learning environment is used to give departmental guidance and regulations, access to academic and other articles and links to websites, as well as to maintain contact with the students as a group. News of relevant forthcoming seminars and conferences at Goldsmiths and other London universities is posted here.

## **How you will be assessed**

Students are required to gain 180CATS (for the MA degree). For the PGCert you need 60CATS and for the PDip 120CATS. The programme is assessed as follows:

1. The core module is examined by an essay of 5-6,000 words. The essay allows students to display their knowledge and understanding of key concepts and debates as well as their ability to critically explore concepts and arguments in relation to other texts and socio-cultural processes. The organisation of the essay requires that students become competent at using available resources, managing their time in preparation and execution of the written work. The core module carries a value of 30CATS. The core module must be passed in all cases, unless exceptional circumstances are accepted by the Exam Board (MA, Pcert and PDip).
2. Option essays are assessed in the term in which the module is taken – 1 or 2 (full time and part time students). Students are assessed using the criteria set out for MA option essays in the MA module books. Each option counts as either 30CATS or 15CATS (in the case of 'mini'-options).
3. The dissertation is a substantial piece of written work (12-15,000 words). It is intended to assess the full range of students' abilities and to apply the full range of learning outcomes which the programme has enabled you to develop. In particular it enables assessment of your ability to design, develop and write an advanced research project using primary and/or secondary materials appropriate to the topic and according to the necessary conventions of scholarly work. It requires independent motivation and self-directed learning, under supervision, and enables you to demonstrate competence for critical analysis and sustained persuasive argument.

## Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	A mark in the 80s or even the 90s will be awarded in the case of really accomplished work, demonstrating high levels of scholarship and originality, although grades in the 90s should be reserved for work deemed to be outstanding, and of publishable quality.
70-79%	Distinction	A mark of 70-79% is awarded when candidates show evidence of an excellent application of appropriate knowledge, understanding and skills as specified the module learning outcomes. Typically this involves extensive reading and grasp of questions and their context and an exceptional degree of clarity in argument and use of evidence. Knowledge and understanding will have been presented critically, with insight and independence of thought. Argument and analysis of reading will demonstrate the candidates own reasoning and be exceptionally clear, critical, well-focused and cogent.
60-69%	Merit	A mark of 60-69% is awarded when candidates show a good application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. This involves consistency and fluency in discussing and evaluating reading from a range of sources and an ability to relate this reading to the assessment tasks.
50-59%	Pass	A mark of 50-59% is awarded when there is clear evidence of a satisfactory application appropriate, knowledge, understanding and skills as specified in the module learning outcomes. Typically this involves evidence of knowledge and understanding where there is a limited development of ideas and critical comment.
30-49%	Fail	A mark between 30-49% is awarded when there is not a satisfactory application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. There may be confusion and incoherence and unfocused comment on the literature.
10-29%	Bad fail	A mark between 10-29% is awarded when only some but not all of the learning outcomes specified for the Module have been achieved. Typically a candidate in this position will not have satisfied the examiners that they have read and understood the essential texts of the module. Research involved in the writing of coursework or the dissertation will be poorly organised and inadequately discussed.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

## How the programme is structured

The programme consists of:

Core modules (30 CATS): What is Culture? Key Theoretical Interventions Three option modules of your choice, or equivalent (90 CATS total) Dissertation (60 CATS)

Description of the core module:

S071051B: What is Culture? Key Theoretical Interventions Convenor: Vikki Bell (v.bell@gold.ac.uk)

Term: Autumn

Assessment: one 5,000-6,000 word essay– due in beginning of Spring Term

### Brief Module Description

In this module we will be exploring the following questions: How should we think about the notion of 'culture'? What does it mean to argue that something is 'cultural'? What is the relationship between forms of power and culture? In what sense is culture performative?

This core module introduces students to key theoretical thinkers, locating them within their different intellectual trajectories and illustrating their theoretical intervention with reference to specific cultural objects, events or debates. Particular attention is paid to the philosophical, political and ethical implications of a variety of theoretical approaches to the study of culture, cultural processes and cultural politics in the contemporary world.

In 2014-15, with the theme of critique as linking thread, thinkers discussed will include: Walter Benjamin, Judith Butler, Gilles Deleuze and Felix Guattari, Michel Foucault, Pierre Bourdieu, Fredric Jameson, Isabelle Stengers, Jeffrey Alexander.

The module aims to give the students a sense of the development of the study of culture through a critical, detailed introduction to some of the key thinkers within that development.

This module is a core module for MA Creative and Critical Analysis but is available to be taken by students on any MA programme in the Sociology department.

### Learning Outcomes

This module provides an advanced knowledge and understanding of:

- theories of culture that draw on contemporary poststructuralist and post-Marxist philosophy
- relationships between culture and power
- current geopolitics of culture
- performative conceptions of culture
- notions of affect in relation to cultural process You will be able to:
- apply this knowledge and understanding to research problems and contexts
- identify ethical, political and philosophical implications of cultural theories
- analyse contemporary theories of culture in the contexts of their broader intellectual traditions
- identify the theoretical implications of specific inscriptions of culture in objects and events

### Indicative Readings

Adorno, Theodor W. *Stars Down to Earth* London: Routledge Bell, Vikki 2007 *Culture & Performance* London: Berg

Hardt, Michael 2007 'Foreword: What Affects are Good For' in Patricia Ticineto Clough and Jean Halley (eds.) *The Affective Turn: Theorizing the Social*, Durham and London: Duke University Press.

Jameson, Fredric *The Cultural Turn*

Harvey, David *The Condition of Postmodernity* Kracauer, Siegfried *The Mass Ornament*

Massumi, Brian 2002 'Too Blue: Color-Patch for an Expanded Empiricism' in B. Massumi *Parables for the Virtual: Movement, Affect, Sensation*, Durham: Duke University Press.

Probyn, Elspeth 2005 'Shame in the Habitus' in L. Adkins and B. Skeggs (eds) *Feminism After Bourdieu*, Oxford: Blackwell.

Virno, Paolo *A Grammar of the Multitude*

Buchanan, Ian & Colebrook, Claire (eds) 2000 *Deleuze and Feminist Theory*. Edinburgh: Edinburgh UP

Butler, Judith 2004 *Precarious Life*. London: Verso

Dreyfus & Rabinow (eds) 1983 *Michel Foucault: Beyond Structuralism and Hermeneutics*. Chicago: Chicago UP



Deleuze G & F Guattari 1994 What is Philosophy? (chapter 'Concept, Percept, Affect') London: Verso  
 Foucault, Michel 1981 The History of Sexuality Vol 1: An Introduction. Harmondsworth: Penguin  
 Hardt, M. & A. Negri 2000 Empire London: Harvard University Press  
 Ingram, David (ed) 2002 The Political Oxford: Blackwell (essays by Foucault and Butler)  
 Williams, Raymond 1993 Culture & Society. Hogarth Press  
 Zizek, Slavoj 1997 The Plague of Fantasies. London & NY: Verso

Three Option Modules (90 CATS over 2 terms)

Assessment: One 5-6,000 word essay

Students are able to choose three option modules from all the Academic Departments/Centres offering MA options across Goldsmiths. Most optional modules take place over one eleven week term and consist of ten one hour lectures, ten one hour small group seminars and one reading week. The optional modules chosen would be limited to those that share core concerns with the programme and their learning outcomes reinforce the central programme learning outcome that produces an advanced understanding in social and cultural theory. Over sixty relevant options are currently taught across Goldsmiths.

Depending on programme enrolment, prospective class size and space, the Critical & Creative Analysis core module will be made available as options to M.A. students from Sociology.

Dissertation (60 CATS)

A supervisor is allocated in the first term of the programme, according to student's intentions for the dissertation topic. Workshops covering ethics, methodological choices, research design and writing will be held in the summer term, tailored to individual requirements. The dissertation is submitted in September.

Progression:

Full-time students will normally be expected to pass all taught components before proceeding to the dissertation.

Part-time students will normally be expected to pass the core module in their first year before proceeding to the second year. Postgraduate Certificate students will be expected to have completed two core modules.

Postgraduate Diploma students will be expected to have completed all requirements except for the completion of the dissertation.

Part-time Students: 1ST YEAR

AUTUMN: Core Module (What is Culture? Key Theoretical Interventions) SPRING: Optional module

SUMMER: Dissertation preparation and workshops (Year 1)

2ND YEAR

AUTUMN: Optional module SPRING: Optional module

SUMMER: Dissertation preparation, workshops and supervision meetings (Year 2)

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
What is Culture? Key Theoretical Interventions	SO71051B	30	7	Core	1
Dissertation	SO71009A	60	7	Core	1-3
Three 30 CAT optional modules, one of which must be from the Department of Sociology. The others may be taken from departments across the College.	-	90	7	Optional	2

## **Academic support**

Support for learning and wellbeing is provided in 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.

Students are allocated a personal tutor and a Senior Tutor in each department has overall responsibility for student progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a programme 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 way progress, attendance, essay/coursework/assessment marks can be reviewed and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

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

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and as new students join Goldsmiths 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 & 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 Inclusion & Learning Support and Wellbeing Teams maintain case loads 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 award (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 throughout the year, which students can access directly at [gold.ac.uk/eas/](http://gold.ac.uk/eas/).

## **Links with employers, placement opportunities and career prospects**

The programme does not provide specific placement opportunities, however these may be included in

option modules chosen by the students enrolled in this programme.

The learning outcomes and transferable skills acquired by the students of this programme allow them to appeal and successfully present themselves to a range of employers looking for organized, independent thinkers with a solid background in the analysis of current cultural phenomena. Careers in social research and teaching, cultural sector and NGOs, think tanks and consultancies, journalism and media, and public administration have been successfully pursued by previous graduates. This programme is also ideal for students intending to progress to PhD.

The College Careers Service organizes specific information events and offers support to Masters students.

## **The requirements of a Goldsmiths degree**

### **Master's Degrees**

All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

### **Intermediate Exit Points**

Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

### **Final Classification**

There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: [www.gold.ac.uk/governance/studentregulations/](http://www.gold.ac.uk/governance/studentregulations/)

## **Programme-specific rules and facts**

N/A

## **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 must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain 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 of these procedures are published on the webpages of the Quality Office (<http://www.gold.ac.uk/quality/>).