

Programme Specification

Postgraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MA Global Media and Transnational Communications
Name of Interim Award(s)	Postgraduate Certificate in Global Media and Transnational Communications; Postgraduate Diploma in Global Media and Transnational Communications;
Duration of Study/Period of Registration	1 year full time or 2 years part-time
UCAS Code(s)	N/A
HECos Code(s)	(100444) Media and Communication Studies
QAA Benchmark Group	N/A
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	August 2017
Primary Department/Institute	Media, Communications & Cultural Studies

Departments which will also be involved in teaching part of the programme
N/A

Programme overview

The Global Media and Transnational Communications MA programme looks at the bigger picture of contemporary changes in media and communications by putting into perspective the nitty gritty of the sociocultural, political and economic transformations that are affecting the way people live and work, national and international institutions evolve, and how cultural practices adapt to the increasingly interconnected world in which we live.

Its cutting-edge and interdisciplinary approach to post-graduate learning, independent study, and life skills provides students with the analytical skills, conceptual knowledge and practical understanding of the real and imagined shifts that are taking place in - and through - the media industries, everyday life online and on the ground at home and abroad.

Programme entry requirements

Applicants will normally hold the equivalent of an upper-second in the humanities or the social sciences and (if a non-native speaker) possess at least an IELTS of 6.5, or equivalent in all areas. A minimum of 6.5 in reading and writing elements is also a prerequisite. They will also need to demonstrate a commitment to thinking reflexively and critically about the workings of contemporary media forms and ability to read and write at an advanced level. It is not necessary for applicants to have an educational background in media and communications. Because of the multidisciplinary nature of the programme, a broad range of undergraduate backgrounds and working experience can be appropriate. In some circumstances we can also accept candidates with a degree in the sciences, or with practitioner-based experience. There is no requirement for candidates to have any practical experience of working in the media sectors, though if candidates do have this it can be to their advantage. Those applicants without any under-graduate background in media and communications or related disciplines (e.g. sociology,

politics, history, science and technology studies, philosophy, social and cultural anthropology) need to provide a clear statement of intent and purpose in their personal statement with strong corroborating references attesting to their academic potential or abilities. Two references are required for all candidates with at least one being an academic reference.

Aims of the programme

The Global Media and Transnational Communications programme is an internationally oriented and multidisciplinary program that explores the 'supraterritorial' (i.e. the trans-national, trans-local as well as the sub-national) dimension of change and continuity in the media industry and everyday communications of our world today. The core program (two core modules and a research skills module) provide a conceptual and practical springboard for students to develop their own research interests and dissertation project from an intercultural and comparative perspective. The module content draws on media studies, cultural and social theory, sociology, anthropology, international politics, geography, philosophy, and internet studies. The program aims to develop students' ability to think critically, hone their knowledge of key debates and issues through practicing analytical skills from a global perspective, enhance their international communication, collaborative, and writing skills as active practice for future employment in the media and communications industries, cultural and non-profit sectors, policy-making, contract research, and further studies.

What you will be expected to achieve

The programme's learning outcomes require students to think critically about a range of issues pertinent to Global Media and Transnational Communications, and to be able to justify their views intellectually and theoretically. In addition, students will also develop a wide range of transferable skills necessary for employment in a variety of different contexts, described by the Quality Assurance Agency as 'the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations, and the independent learning ability required for continuing professional development'.

Students who achieve 60 CATS by passing both core modules may be offered a Postgraduate Certificate in Global Media and Transnational Communications. Students who exit the programme at the Postgraduate Certificate stage should be able to:

Knowledge and Understanding		Taught by the following modules
A1	Be conversant with intellectual traditions contributing to Global Media and Transnational Communications as a multi- and interdisciplinary field, in such a way that they can articulate their conceptual framework and practical ambitions relevant to further study, creative practice, or a professional career.	All Core Modules
Cognitive and Thinking Skills		Taught by the following modules
B1	Delineate in formal written and oral formats distinctions within these debates in substantive theoretical and empirical terms	All Core Modules
Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Articulate key academic and public debates on broader issues related to media, culture and society	Core/Option Modules
Transferable Skills		Taught by the following modules

D1	Be able to summarise key ideas from the literature, and each other's work with respect to their own standpoints and interests; and to know the difference	All Core/Option Modules
D2	The ability to prepare and deliver clearly-argued position- papers;	As above
D3	The ability to locate and retrieve appropriate forms of information – either electronically or from an archive	As above
D4	The ability to work to deadline, managing a complex array of competing demands	As above
D5	The ability to participate positively in group discussion	As above
D6	The ability to work resourcefully and independently	As above
D7	The ability to think critically – independently and in an informed manner	As above
D8	Communicative skills (verbal and written) for intercultural dialogue and self-awareness	As above

Students who pass modules to the value of 120 CATS, including all core modules, may be offered a Postgraduate Diploma in Global Media and Transnational Communications. In addition to the learning outcomes above, students who exit the programme at the Postgraduate Diploma stage should be able to:

Knowledge and Understanding		Taught by the following modules
A1	Be conversant with intellectual traditions contributing to Global Media and Transnational Communications as an interdisciplinary field, in such a way that they can articulate their own 'mind map' for further study, creative practice, or professional career.	All Core Modules

Cognitive and Thinking Skills		Taught by the following modules
B1	Be able to develop their own arguments about the issues and literatures addressed in the module in essays, class presentations, written and verbal interactions with each other and their lecturers.	Core Modules/Option Modules

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	AS ABOVE	AS ABOVE

Transferable Skills		Taught by the following modules
D1	AS ABOVE	AS ABOVE

Students who achieve 180 CATS may be offered a MA in Global Media and Transnational Communications. In addition to the learning outcomes above, by the end of the programme MA graduates will:

Knowledge and Understanding		Taught by the following modules
A1	Be conversant with intellectual traditions contributing to Global Media and Transnational Communications so that they can articulate their	As Above

	own 'mind map' and engage with others in further study, creative practice, or as part of a professional career.	
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Cognitive and Thinking Skills		Taught by the following modules
B1	Be able to develop their own arguments about the issues and literatures addressed in the module in essays, class presentations, written and verbal interactions with each other and their lecturers	As above
B2	Evaluate, choose, and apply a range of methodological approaches relevant to conducting research in the field and organizing these with respect to an independent research project (the dissertation)	Dissertation Supervisors/Dept. MA Research Skills Module Teaching staff; Tutorial leaders

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Be conversant with precursor and emerging intellectual traditions in such a way that they can apply this knowledge to further study, creativity, and professional careers	Core/Option Modules

Transferable Skills		Taught by the following modules
D1	Be able to provide feedback to others and respond to intellectual criticism from others in a professional manner.	Core Modules

How you will learn

From the outset, students are guided to work independently and to think through the intellectual issues for themselves. Through seminars and different sorts of tutorials (with personal tutors and module leaders) the progress of students is carefully monitored, to make sure that they are working along the right lines. Different kinds of theoretical input and different kinds of information retrieval are required for each essay. In consultation with tutors, students are guided to the most appropriate intellectual approaches, and to the most appropriate archives, libraries or electronic sources.

Much of the initial work of trying out ideas takes place in the seminars, where the students construct a dialogue between themselves as much as with the tutor. (The varied cultural, intellectual and professional backgrounds of the students come into their own at this point.) Here students have the opportunity to learn how to present their ideas succinctly, to discriminate between different traditions of critical thought, and also to listen to other, perhaps competing, lines of argument.

In preparing for the dissertation, the student receives intensive one-to-one tutoring over a prolonged period, which allows the student to devise his or her own original contribution to the field. Many of the learning outcomes – from a student's capacity to map for themselves the field, to information retrieval, to working to deadline – are condensed in the process of preparing and delivering the dissertation.

How you will be assessed

Formal assessment is all by writing, though with a mix of different forms. The assessment is tough, requiring students to work on different assignments simultaneously. The number of assignments ensures that students have a grasp of breadth as well as depth of the field of media and communications. Assessment of this sort tests not only the intellectual knowledge of the students, but their capacities to

work under pressure, and to think independently and resourcefully.

In the two core modules students are required to write two essays (the autumn term) in progressing levels of difficulty, which judge not only their broad grasp of the field, but also their abilities to construct coherent written arguments under pressure and within clear parameters. In the spring term they are required to give an oral individual presentation with accompanying documentation and write a research report – the spring term paper, which is related to the current stage of their dissertation topic and research. The dissertation is a different piece of work. Worth two modules, it assesses something rather different: not so much breadth as depth, requiring sustained independent research, reading and original data-gathering, and all the imaginative qualities which mark an original piece of intellectual inquiry. The research skills/methods training modules are designed to contribute directly to the dissertation research process; before and after the research report has been submitted and assessed.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	Awarded when a candidate satisfies the requirements for a Distinction, but to an outstanding degree. Such work may be of publishable quality and will make a significant contribution to debate within the field.
70-79%	Distinction	Awarded when the assessed work demonstrates the application of appropriate knowledge, understanding and skills specified in the Learning Outcomes of the module to a very effective extent. The work will show evidence of extensive relevant reading and an impressive grasp of the current major issues in the field. This knowledge will have been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence will demonstrate sophisticated reasoning, with clear awareness of issues of methodology and evidence, and will be particularly clear, focused and cogent
60-69%	Merit	Awarded when the assessed work demonstrates the application of appropriate knowledge, understanding and skills specified in the Learning Outcomes of the module to an effective extent. The work will show consistency and fluency in discussing and evaluating evidence and theories drawn from a wide range of sources. The candidate will demonstrate the ability to relate their reading to the topic, and will clearly have understood and assimilated the relevant literature.
50-59%	Pass	Awarded when the assessed work demonstrates the application of appropriate knowledge, understanding and skills specified in the Learning Outcomes of the module to a satisfactory extent. There is clear evidence of knowledge and understanding, but there may be limited development of ideas, critical comment or methodology. Within these limitations there will be an indication that the candidate has grasped fundamental concepts and procedures from the module.
30-49%	Fail	Awarded when the candidate demonstrates an unsatisfactory application of appropriate knowledge, understanding and skills specified in the Learning Outcomes of the module.
10-29%	Bad fail	Awarded when the candidate demonstrates an

		unsatisfactory application of appropriate knowledge, understanding and skills specified in the Learning Outcomes of the module.
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

Attendance at all lectures, seminars and tutorials is mandatory.

1) Students are required to take three compulsory modules; 2 core modules, which incorporates a two-part research skills training module. The first of these, Global Media and Transnational Communications I: Orientations (30 CATS) takes place in the autumn term. It takes a bird's eye-view of this terrain in terms of intersecting theory and research that take account of ICT, media, and communication: topics touched upon include 'this thing called "globalization"' and its critics, global ICT/Media policy-making and multilateral institutions, space-time compression, power and cyberspace, the "global information society" and political life, transnational activism, global media networks and IT corporations, transnational film production networks, marketing and corporate restructuring, Internet governance, music and/as transnational communications. Key debates in the humanities and the social sciences are interwoven where pertinent: debates about agency and structure, theories of spatiality, virtual reality and other notions of the real, technological and other sorts of determinism, the relationship between the cultural, the political, and the social. Illustrative case material and specific empirical foci flesh out these abstract notions along the way.

The second compulsory module, Global Media and Transnational Communications II: Further Explorations (30 CATS) delves more deeply into this domain; conceptually, empirically and methodologically. With an eye to developing clear directions in students' thesis research and in order to activate the new knowledge and theoretical lexicon acquired in the first term, this module explores more specific topics related to ICT and media industries as transnational and/or global actors. For instance, we look at online practices by atypical ICT users and cultures of (non-)use, NGOs and ICTs, postcolonial cinema and film industries, diasporic and cultural notions of hybridity and identity, the media and (neo)imperialism, theories of post-modernity and late capitalism, power vectors of race/ethnicity, sex/gender, class/status; mobility and spatiality, debates about cosmopolitanism in the wake of 9/11 and media power, digitalized surveillance and privacy after Snowden, the geopolitics of internet governance. By this stage students will be fine-tuning their research topic, empirical and theoretical resources, and contributing to these themes in class presentations. Both these modules draw from different disciplines to indicate the virtue of a wide plurality of approaches in the understanding of Global Media and Transnational Communications. Core Module themes, reading, and schedules (including visiting speakers and other activities) will vary from year to year depending on availability and evolving issues.

Alongside the two core modules, there is a compulsory Research Skills/Methods Training component; three lecture/seminars in the autumn term and four seminar/workshop sessions focusing on particular methods and their methodological implications, commonly used in media and communications research. Students are required to attend these sessions (attendance mandatory) that assists with the preparation of their dissertation. The aim of Research Skills Training is to provide basic understanding of what is expected of the master's thesis, selected research methodologies, and ethical issues for undertaking academic research, in conventional or computer-mediated settings. There will be at least three one-hour lectures in the autumn and four two-hour lecture/workshops in the spring. The first term sessions are designed to help students in formulating their research question and doing preliminary research, and to acquaint them with the structure of the dissertation as well as key ethical issues related to conducting research. The sessions in the spring term are designed to give students insights into selected

methodologies, singly or combined, relevant to academic research in media and communications, and related disciplines.

2)) In addition to these compulsory elements, students take 60 CATs worth of Option Modules; from a combination of 30 and 15 CATs options (a minimum of two options and a maximum of four options). The range of options on offer allows a deepening of the interdisciplinary nature of the programme. If students, for example, are more inclined to a social science approach to the media, they can inflect their modules in this direction – both by their choice of options within the Department of Media, Communications and Cultural Studies and, and by opting for modules in (say) the Department of Sociology. If, on the other hand, they wish to adopt a more fully cultural route, they could choose the appropriate options within the Department of Media, Communications and Cultural Studies in combination (say) with those from the Department of English. Or they can go for a mix of different sorts of options.

By working in conjunction with the Core Modules, we aim to provide students with the intellectual means to think these varying approaches within a broad interdisciplinary ambit. We are also careful to counsel students, often individually as well as in more formal meetings, about the particular routes they might choose through the programme. By and large the options are taught by the familiar mix of lectures, seminars and tutorials, although there are some variations. Some options offer a greater input of workshop organisation.

3) All students are required to produce a Dissertation (60 CATS). Individual supervisors are assigned at the end of the autumn term/beginning of the spring term to ensure that students can meet their dissertation supervisor in good time. There then follows a scheduled progression of meetings, where accessing archives, methods of analysis, theoretical approach and (finally) drafts are discussed; one-to-one or in small groups (depending on the supervisor). The word-length of the Dissertation is 12,000-15,000 words maximum, including foot notes and bibliography.

Full-time students take the programme over one calendar year, part-time students over two years. Formal teaching takes place in the autumn term (eleven weeks) and spring term (eleven weeks). The summer term is designed in part for revision, assessment and for intensive dissertation preparation. In order to proceed into their second year, part-time students need to complete successfully the two compulsory core modules and at least one of their three options.

Full-time students: TERM ONE

Core module I; Option modules; Research Skills; Preliminary dissertation supervision

TERM TWO

Core Module II; Research Skills/Methods Training; Option modules; Dissertation supervision

TERM THREE

Dissertation supervision

Part-time Students - First Year TERM ONE

Core Module Orientations; Research Skills Autumn term; General supervision

TERM TWO

Core Module II; Option modules; Research Skills/Methods Training (optional); General supervision

Part-time students - Second Year

TERM ONE

Remaining Option Modules; Research Skills/Methods Training; Preliminary Dissertation Supervision

TERM TWO

Remaining Option Modules; Dissertation Supervision

TERM THREE

Dissertation Supervision

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Global Media and Transnational Communications 1: Orientations	MC71054C	30	7	Core	1
Global Media and Transnational Communications 2: Further Explorations	MC71055E	30	7	Core	2
Modules to the value of 60 credits chosen from an approved list of options	-	60	7	Optional	1-2
Dissertation	MC71137A	60	7	Optional	2-3

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 who has overall responsibility 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.

Every student is assigned a personal tutor who will meet with their student twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first 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 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 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 Inclusion and 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 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 throughout the year, which students can access directly at gold.ac.uk/asc/.

Links with employers, placement opportunities and career prospects

The majority of students are either from overseas or from other parts of the European Union. A significant minority of these come to the programme by arrangement with their employer in their home countries, and return to their jobs on completion. A number of EU students, especially, elect to stay in London and seek work in the media and communications industries here. Those who complete the programme go on to a wide variety of jobs: some in the media industries, some in professional fields only distantly related to the media, and - consistently - a small group from each annual intake go on to do further academic research. For more information about the sorts of employment GloComm graduates obtain is on the program main pages as well as the GloComm Alumni page.

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/

Programme-specific rules and facts

Programme costs

General Costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information here: <https://www.gold.ac.uk/programme-costs>

Specific costs

In addition to these standard costs, you will also be expected to meet some costs which are specifically related to your programme, which are set out below:

You will need to print two copies of your MA dissertation. If you take any option modules with an audiovisual assessment, you may need to submit work on a USB drive, which you will need to provide, however it will be returned after marking. If you choose to take modules from other Departments, there may be additional costs, please check with the Department in question.

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/>).