

Programme Specification

Postgraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MA in Cultural Policy, Relations and Diplomacy
Name of Interim Award(s)	Postgraduate Diploma in Cultural Policy, Relations and Diplomacy Postgraduate Certificate in Cultural Policy, Relations and Diplomacy
Duration of Study/Period of Registration	one year full-time, two years part-time
UCAS Code(s)	N/A
HECoS Code(s)	(100811) Creative Management
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	Institute for Creative & Cultural Entrepreneurship

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

Confucius Institute for Dance & Performance, Computing, Politics and International Relations, Sociology, Educational Studies, English and Comparative Literature, Media, Communications and Cultural Studies, Institute of Management Studies, Psychology, Anthropology

Programme overview

The MA in Cultural Policy, Relations and Diplomacy is a trans-disciplinary programme that addresses the theory and practice of cultural policy, cultural relations, cultural engagement, and cultural and public diplomacy. This broad area of study and the terminology applied to it is fluid and expanding. Having culture as the underlying thread, the programme explores areas such as arts policy and management, globalisation, cultural relations, public diplomacy, cultural and arts diplomacy, external communications and place branding. This will provide a unique perspective into this field of study, and will examine topics such as mobility of cultural practitioners, project management, cultural identity, intercultural dialogue, mutuality, propaganda, soft power, hegemony, influence and perceptions.

This MA is a 180-credit programme consisting of four 30-credit modules and a 60-credit dissertation. The three main modules of the programme, Cultural Policy and Practice, Cultural Relations and Diplomacy I: Foundations and Cultural Relations and Diplomacy II: Explorations provide a strong basis to explore the complexity of this area of study, which is complemented by a varied module offer from across College that brings to the fore related and intersecting themes. The fourth module of the programme is an option chosen from a pool of modules covering arts engagement, media, business, languages and politics - this flexible approach is designed to allow the student to tailor the programme to develop his/her own particular skills and/or interests. The teaching methodologies used in these modules will be conducive to creative and independent in depth and collaborative learning and will culminate in the production of a final dissertation in which the student will explore in detail a topic building on his/her interests and knowledge. The programme allows and encourages students to engage in work placements while attending the modules. The placements are not a formal part of the programme. Some support will be provided to students building on ICCE's extensive experience of internship management and network of contacts.

This Masters is for those students who want to work in cultural policy and public and cultural diplomacy and relations with governments, NGOs or cultural organisations with international relations as part of their mission. It is also of interest to all those art practitioners and cultural professionals who wish to develop their awareness about fundamental issues that frame their actions in the international cultural relations sphere. Those interested in developing entrepreneurial activities in the area of cultural engagement will find valuable being in a department offering education in entrepreneurial modelling and where social entrepreneurship is also a focus.

The MA is designed to cater for students from a variety of international and academic/professional backgrounds. Many of ICCE's students come from overseas, this makes peer to peer learning a particularly valuable contribution to the learning environment, as the students provide a personal perspective on the cultural policy, relations and diplomacy of their respective countries.

Goldsmiths' location in London provides students with a unique experience of living in a multicultural world city, which is of great relevance to the study of cultural policy, relations and diplomacy. ICCE's individual and institutional links with an extensive network of organisations, policy advisors and cultural practitioners in those areas in London and in Europe allow the offering of exceptional research and study resources to students. Examples of those links include the British Council, UNESCO (London and Paris), ENCATC Europe International group, More Europe, EU, European Cultural Foundation (Netherlands), EUNIC London and EUNIC Global, ifa (Institut für Auslandsbeziehungen), the Austrian Cultural Forum, Czech Cultural Centre, Asia House, Korean Cultural Centre.

Programme entry requirements

Students will normally have, or be expected to gain, a first degree of at least a 2:1 level, or equivalent. Appropriate work experience in the area of cultural policy, relations and diplomacy will be considered in place of an undergraduate qualification on a case-by- case basis. Prospective students are encouraged to discuss their specific situation with the programme director.

If your first language is not English you will need to provide evidence of relevant English competency qualifications (IELTS score of 6.5 with a minimum of 6.5 in the written element).

You will be interviewed in person, by phone or via Skype video conference.

Aims of the programme

The aim of the programme is to offer students the opportunity to study and research cultural policy, cultural relations and cultural diplomacy.. This involves critically reflecting on this trans-disciplinary area of study and having the opportunity to build on their own experiences and knowledge by reading, discussing, researching and developing course work on particular areas.

The main aims of the programme are:

- To enable students to build on their existing experience and/or interests, to develop knowledge and skills within cultural policy and international cultural relations;
- To enable students to develop a critical understanding of the diverse and changing relationships between culture, politics and international relations;
- To provide the context for students to develop their own thinking within this trans-disciplinary area in an environment where they receive expert academic and practitioner input and supervision;
- To provide students with diverse opportunities to engage with the key current policy and practitioner concerns within the above mentioned areas;
- To provide students with a body of work and experiences that can be used to develop a professional career within this broad sector.

This programme will produce a graduate who is knowledgeable and critical of theory and practice in the areas of cultural policy and international cultural relations, and an independent learner apt to operating in multicultural contexts.

What you will be expected to achieve

In order to obtain a full MA the students must attend and pass all elements of the programme (180 credits), which includes the development of a substantial piece of individual research activity, the dissertation. Through the dissertation, the full MA student makes a contribution to original knowledge and demonstrates critical thinking, while communicating clearly assumptions and methodologies. However, there are alternative intermediate exit awards.

Students who successfully complete the Postgraduate Certificate in Cultural Policy, Relations and Diplomacy(60 CATS, at least 45 which must be from core modules) will have demonstrated a developing competence in the areas below.

Students who successfully complete the Postgraduate Diploma in Cultural Policy, Relations and Diplomacy(120 CATS, at least 60 of which must be from core modules) will have demonstrated a developed competence in the areas below.

Knowledge and Understanding		Taught by the following modules
A1	Demonstrate a comprehensive knowledge and critical awareness of a range of practices, policies, structures and systems in the cultural policy and international cultural relations areas involving a multiplicity of stakeholders (individuals, NGOs, foundations, corporations, governments, international and supranational organisations).	Cultural Policy and Practice Cultural Relations and Diplomacy I: Foundations Cultural Relations and Diplomacy II: Explorations Dissertation
A2	Demonstrate a full knowledge and critical understanding of the theories and key concepts in cultural policy, cultural relations and cultural and public diplomacy, such as culture, identity, globalisation, soft power, hegemony, influence, propaganda, mutuality, trust, intercultural dialogue, and nation building/branding.	Cultural Policy and Practice Cultural Relations and Diplomacy I: Foundations Cultural Relations and Diplomacy II: Explorations Dissertation
A3	Critically discuss the importance of cultural policy in relation to international cultural relations.	Cultural Policy and Practice Cultural Relations and Diplomacy I: Foundations Cultural Relations and Diplomacy II: Explorations
A4	Comprehend and critically evaluate the relationships between culture/arts, politics and international relations.	Cultural Policy and Practice Cultural Relations and Diplomacy I: Foundations Cultural Relations and Diplomacy II: Explorations Dissertation
A5	Build on their existing experience and/or interest to develop knowledge within cultural policy and international cultural relations.	Cultural Policy and Practice I: Foundations Cultural Relations and Diplomacy II: Explorations Dissertation

Cognitive and Thinking Skills		Taught by the following modules
B1	Analyse and evaluate the role of the actors and their practices, as well as the structures and systems framing cultural policy and international cultural relations.	Cultural Policy and Practice Cultural Relations and Diplomacy I: Foundations Cultural Relations and Diplomacy II: Explorations Dissertation

B2	Discern how to apply a range of trans-disciplinary concepts and theories to the critical understanding of policies, practices, structures and systems in the areas of cultural policy, cultural relations and cultural diplomacy.	Cultural Policy and Practice Cultural Relations and Diplomacy I: Foundations Cultural Relations and Diplomacy II: Explorations Dissertation
B3	Identify, summarise and critically discuss contemporary issues in the trans-disciplinary area object of the programme.	Cultural Relations and Diplomacy I: Foundations Cultural Relations and Diplomacy II: Explorations
B4	Build on their existing experience and/or interest to further develop analytical, critical and conceptual skills within cultural policy and international cultural relations.	Cultural Policy and Practice Cultural Relations and Diplomacy I: Foundations Cultural Relations and Diplomacy II: Explorations Dissertation

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Critically analyse and evaluate public policies in the areas of culture and international cultural relations at micro and macro levels.	Cultural Policy and Practice Cultural Relations and Diplomacy I: Foundations Cultural Relations and Diplomacy II: Explorations
C2	Devise, develop, conduct and deliver research relevant to cultural policy and international cultural relations.	Cultural Policy and Practice Cultural Relations and Diplomacy I: Foundations Cultural Relations and Diplomacy II: Explorations Dissertation
C3	Demonstrate the origins of their thinking in cultural policy and international cultural relations by adequately referencing sources that have been evaluated for credibility, objectivity, accuracy and trustworthiness.	Cultural Policy and Practice Cultural Relations and Diplomacy I: Foundations Cultural Relations and Diplomacy II: Explorations Dissertation
C4	Communicate effectively and succinctly through oral presentation and express themselves in writing for academic and other audiences, employing when necessary the appropriate ICT tools and skills.	Cultural Policy and Practice Cultural Relations and Diplomacy I: Foundations Cultural Relations and Diplomacy II: Explorations Dissertation

Transferable Skills		Taught by the following modules
D1	Share and exchange expertise and skills with other students and the tutors on the module employing effective written and oral communication skills.	All modules and dissertation
D2	Demonstrate they are an independent and creative learner able to exercise initiative and personal responsibility for their own learning and planning processes.	All modules and dissertation
D3	Conduct research methodically to find an answer that is complete, accurate and authoritative.	All modules and dissertation
D4	Work effectively as part of a team.	Cultural Policy and Practice Cultural Relations and Diplomacy I: Foundations Cultural Relations and Diplomacy II: Explorations

In addition to the learning outcomes above, students who successfully complete the MA in Cultural Policy, Relations and Diplomacy will be able, through their dissertation work, to:

Knowledge and Understanding	Taught by the following modules
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A1	Demonstrate a full and comprehensive knowledge and a critical understanding of the complexity of the diverse and changing relationships between culture/arts, politics and international relations.	Dissertation
A2	Make a contribution to original knowledge.	Dissertation

Cognitive and Thinking Skills		Taught by the following modules
B1	Devise, develop, conduct and deliver a significant independent piece of research relevant to cultural policy and international cultural relations, using a self-reflective and critical approach and communicating clearly their assumptions and methodologies.	Dissertation

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	N/A	

Transferable Skills		Taught by the following modules
D1	Demonstrate the ability to design and conduct a significant piece of original research.	Dissertation

How you will learn

The various modules of the programme provide the opportunity to explore a diverse range of topics. These will be further developed through students' independent research and learning activities directed towards coursework and the final dissertation.

Students will learn from our staff and invited academic and professional experts who will discuss with the students the relevant literature and present case studies and practical examples with local, national and global dimensions involving a range of individuals and organisations, including corporations, governments, international bodies and NGOs.

Students are ultimately responsible for their own learning. Students are expected to engage in considerable independent reading, research and reflection for all modules culminating in the final dissertation. This independent work, encouraged to autonomously extend their knowledge and skills, is supported by human and material resources made available through the College and its partners, including, for example: Goldsmiths Library, Senate House Library, access to the M25 Consortium of academic libraries (<http://www.m25lib.ac.uk/>), resources available through the Virtual Learning Environment, and supervision from teaching staff.

Regarding notional study time, for each 30 CATS module students are required to commit approximately 300 hours of work to achieving the learning outcomes for that module. This comprises a variable combination of contact time, (lectures, seminars, tutorials) and self-directed learning time (background reading prior to classes and research for assignments). A dissertation requires double that amount, as one credit point is equivalent to 10 hours of total learner effort.

The teaching and learning methods to which students are exposed have been designed in recognition of: (a) the different knowledge routes to learning; (b) the learning requirements of different types of information and skills; and (c) the need for students to engage in a complementary range of learning activities, leading to the synthesis of academic knowledge and professional skills/competencies.

To achieve the learning outcomes, students experience a range of teaching/learning methods, including

formal lectures, workshops, seminars, summative coursework (essays and dissertation), and independent research projects.

Formal lectures are integral to the acquisition of subject specific skills and understanding, but these also provide the opportunity for discussion and debate. This learning strategy is designed to challenge students' preconceptions, facilitate independent thought, and enable students to develop a critical perspective. In some instances, seminars and workshops provide a further opportunity to develop an independent and critical perspective.

How you will be assessed

Students are required to undertake and pass every element of the programme: case studies / essays for the modules (or other type of assessment as described for particular modules) and the final dissertation.

Students are reminded that they may not present substantially the same material in any two pieces of work submitted for assessment.

We recognise that students must be provided with feedback on their progress and achievements in order that they develop their capacity to judge their own performance against the required standards. We thus therefore incorporate feedback at all stages in the programme and provide it in a number of ways. Students receive feedback on written work (essays and dissertation) in the form of structured feedback relating to the logic of arguments, their coherence, references, coverage of background literature, etc., as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow students to know how to improve their work.

At the start of the programme, during the Autumn term, students prepare a diagnostic essay and they are provided with written feedback before the end of term in preparation for the future written academic work. During meetings with their Personal Tutor, students have a further opportunity to receive feedback and academic guidance. Feedback is also offered orally by tutors and peers in formative individual and group tasks.

Feedback serves a number of functions: (a) to identify areas in need of further development, serving a diagnostic function; (b) the discussion accompanying oral feedback provides an opportunity to develop knowledge and appreciation of theoretical and applied material, and to encourage students to think critically and independently; and (c) feedback provides students with tangible criteria against which progress can be monitored.

The mix of formative and summative assessment approaches across the programme is specifically designed to encourage students to engage with developing their own pathway within a supportive framework. This will provide them with the flexibility to undertake assessment within the programme that relates to their own learning style but also potentially providing them with outputs that can be used to develop their careers. Group meetings between tutors assure the reliability and validity of these forms of assessments. In addition, all summative work is either second marked or moderated.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level. Marks in this category will be awarded for work which demonstrates a conceptual mastery of the material, is highly original and potentially shows new insights into both business and the application of creative process.
70-79%	Distinction	Represents the overall achievement of the appropriate

		learning outcomes to an excellent level. Marks in this category will be awarded to work which shows conceptual and stylistic distinction; which features a secure and discriminating acquaintance with the field of study; which engages with the subject in a notably intelligent way; and which is clearly and accurately presented. The work will be of excellent achievement in all or a consistent combination of the above areas
60-69%	Merit	Represents the overall achievement of the appropriate learning outcomes to a very good level. Some of the qualities of first-class work may be found in this category but the difference will be either of degree or realisation. The work will be characterised by soundness of argument or analysis, acquaintance with the field of study, coherence and relevance. The work should be of high merit in all these areas, or considerable merit in some areas and a good standard in others.
50-59%	Pass	Represents the overall achievement of the appropriate learning outcomes to a threshold level. Marks in this range will reflect solid competence and achievement, although the work might be partial rather than consistent in clarity, precision and effectiveness. (It might, for example, rely too heavily on secondary sources at the expense of personal critical activity; be insufficiently detailed; or tend towards description rather than analysis.) The work should be of good standard in the areas listed in the classification above or good in some areas and of a satisfactory standard in others.
30-49%	Fail	Represents an overall failure to achieve the appropriate learning outcomes. Marks in this range will reflect work that is significantly inconsistent or flawed in relation to all or some of the areas listed above. The work relies heavily on a very limited research and is descriptive rather than analytical in nature.
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes. The work will be significantly flawed, not respect appropriate reading or knowledge of the subject area and will have attempted to address one of the learning outcomes, but not all of them.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and must be re-sat.
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

This MA is a 180-credit programme consisting of four 30-credit modules and a 60-credit dissertation. The three core modules of the programme are Cultural Policy and Practice, Cultural Relations and Diplomacy I: Foundations, and Cultural Relations and Diplomacy II: Explorations - these are taught at ICCE. The fourth module of the programme is an option, that can be chosen from a list of modules made available annually, at ICCE and in other Departments at Goldsmiths - this is designed to allow the student to tailor the programme to his/her own particular skills and/or interests within the trans-disciplinary area covered

by the programme. When choosing an option (or when auditing a module), students must take into account the days/time in which they are scheduled, as core modules take precedence.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Cultural Policy and Practice	IC71110A	30	7	Core	1
Cultural Relations and Diplomacy I: Foundations	IC71095B	30	7	Core	1
Cultural Relations and Diplomacy II: Explorations	IC71140A	30	7	Core	2
Dissertation	IC71104A	60	7	Core	2 and 3
PLUS one 30 CAT (or 2 x 15 CAT) optional module from a list of interdisciplinary modules		30	7	Optional	1, 2 or 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

This programme helps students develop their critical and analytical abilities as well as a great number of practical sought-after skills and competencies. It therefore can lead to many types of career including:

- Cultural diplomacy coordinator
- Public diplomacy programme coordinator
- Research and development officer
- Cultural co-operation project manager
- Operational and strategic cultural manager
- Cultural engagement entrepreneur
- Cultural engagement consultant

Your potential employers are government departments working at central, regional, and local level that develop or are concerned with cultural relations and engagement in an international/transnational dimension; international organisations (such as those of the United Nations family), supranational organisations (European Union); NGOs, charities and foundations; Cultural/ arts organisations; international networks.

An alumni network of ICCE students of Cultural Relations and Diplomacy has been set up as a closed LinkedIn group. The objective is to maintain contact between former students and create a specialist network that, amongst other objectives, facilitates sharing information on employment opportunities. The Department already has an established public online platform in the area of international cultural relations: the JISCMail group listing CULTURAL-RELATIONS-DIPLOMACY currently subscribed to by over 200 people worldwide (these include not only students but established scholars and professionals).

Although placements are not a part of the programme, informal opportunities are available and students with good time management skills and academic attainment have successfully taken these opportunities. The European Union National Institutes of Culture (EUNIC) London has an informal agreement with ICCE to receive students of Cultural Relations and Diplomacy for work placements. The request was an initiative of the EUNIC network prompted by very positive placement experiences with past ICCE students. We have a growing network of Partners in Learning that we use for guest lectures and study visits and we facilitate students their contacts and/or an introductory letter upon request with a view to facilitate placements.

The MA Cultural Policy, Relations and Diplomacy meets the Goldsmiths Graduate Attributes (2012) throughout all of its modules, in the following respect:

1. Thinking:

a1. Critical and analytical skills are used to explore and reflect on a range of concepts, theories and issues in cultural policy and international cultural relations. The development of these skills is taken into consideration by the module assessment criteria. a2. Adaptability: The module instigates students to be

adaptable by requiring them to search effectively and appropriately for data to substantiate their arguments and develop their work both individually and in a team context.

2. Entrepreneurial:

b1. Professional awareness: Students are encouraged to reflect upon their professional interests (existing and future) in the development of their written coursework. This will allow them to build their learning on existing knowledge and interests and to develop the necessary knowledge, competencies and skills to advance their professional careers.

b2. Computer literacy: Students coursework is computer-based (written proposals, essays and dissertations are submitted online). Online communication through College email and VLE (messages and discussion forums) is an important tool of the MA. The students are therefore required to have competent skills in PC and/or Mac environments to perform the required tasks. Students are also required to develop some of their work in online collaborative platforms and to present their work using presentation software, such as PowerPoint or Prezi. Students are required to sign up to our VLE, post information and participate in online discussion forums.

b3. Networking skills: Students are encouraged to develop links with other MAs at ICCE, across College departments and with outside organisations. This is supported by staff through the development of shared modules and the opportunities to audit and undertake options across programmes. Students are encouraged to form a team bond through discussions, group work and informal collaborations making the most of a student body that at ICCE is traditionally multilingual and multicultural.

b4. Initiative: Students are required to take initiative in their learning throughout the programme: researching data for group work, brief position papers, essays and final dissertation.

b5. Negotiation skills fostered by small group work and seminar discussions.

3. Interpersonal: Interpersonal skills are developed through participation in group work and seminars. The student will also develop these through communication with staff, peers and visiting speakers in one-to-one and group settings. Small group work is an important learning tool of the MA.
4. Intrapersonal: Self-reflexivity and the development of personal and professional qualities, sensibilities and capabilities to the realisation of individual and/or group needs are an important part of the module. The MA supports students in the pursuit of individual personal and professional interests and provides opportunities for students to enact them in team contexts.
5. Presentation: Articulacy in written work, face-to-face and online communication and in oral presentation is developed throughout the MA module. Students are offered various opportunities to present their work in a range of formats and time frames and at various stages in the development of their work. They are provided with feedback from their peers and tutors.

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.

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

Programme-specific rules and facts

- The programme complies with Academic regulations. However, it should be noted that with regards to the part-time pathway of the programme, the following rules apply:
 - The dissertation can only be submitted in Year 2.
 - Part-time students must normally pass all assessments taken in Year One before proceeding to Year Two. The minimum number of modules to be able to progress to the second year is 60 Credits.

In terms of the word length of assessed work (essays, dissertation, case study), a 10% rule applies for students to go over/below.

Programme costs

General Programme Costs

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

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/>).

ICCE has considerable relationships with professionals and organisations working in the key areas of the degree, such as the British Council, UNESCO (London and Paris), ENCATC Europe International group, More Europe, EU, European Cultural Foundation (Netherlands), EUNIC London and EUNIC Global, ifa (Institut für Auslandsbeziehungen), the Austrian Cultural Forum, Czech Cultural Centre, Asia House, Korean Cultural Centre and others, particularly in the UK, continental Europe, USA and Asia. Regular advice is taken on the relevance of individual areas of learning and desired competences through informal exchange of views.