Programme Specification
Postgraduate Programmes

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Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MA in Politics, Development and the Global South
Name of Interim Award(s)	Postgraduate Certificate in Politics, Development and the Global South: Postgraduate Diploma in Politics, Development and the Global South
Duration of Study/Period of Registration	12 months full-time / 24 months part-time
HECos Code(s)	(100489) international politics
QAA Benchmark Group	n/a
FHEQ Level of Award	Level 7
Programme Accredited by	n/a
Date Programme Specification last updated/approved	November 2018
Primary Department/Institute	Politics; Centre for Postcolonial Studies

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

Programme overview

Development has long been held up as an ideal for societies and peoples, and the pursuit of it has been decisive in shaping the modern world. Many degrees in development treat it as an uncontested term. By contrast, this degree begins by treating development as the site of contention and contestation. Major changes in recent decades, including the emergence of new geopolitical powers on the international stage, growing challenges to neoliberal dogmas, heightened concern with increasing global inequality, and recognition of the danger of ecological devastation, have meant that `development' - what it means and how it is to be achieved - has become a site of struggle, one where new forms of politics have emerged. This programme also understands the problematic character of the term "global south", a term that tries to encapsulate in one single notion a vast array of cultures, histories, ideas of development, and forms of government. Central to our mission is to reflect on the epistemological and political consequences of using such an unstable notion as the "global south".

This programme will trace the murky contours that separate politics from lawlessness, political ideas and ideals from empty rhetorical gestures, international cooperation from imperialism, globalization from democracy, economic growth from social welfare and modernization from ecological concerns. By doing this, we shall explore new forms of developmental politics, especially those emerging in the non-Western world and we will look at the intricate relation between power and knowledge, as a core problem to understand International Development, a discipline that is very much the product of the social and human sciences.

This interdisciplinary MA is based in the Department of Politics and International Relations, and will additionally draw upon the expertise of scholars affiliated with the Centre for Postcolonial Studies, and scholars in other departments. Students will be taught by staff with international reputations in their disciplines and their regions of specialization, which include Latin America, India, China, Japan, the Middle East and Africa.

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Programme entry requirements

A minimum of a second-class Bachelor´s degree from a UK or overseas qualification of an equivalent standard is required. We will consider applicants with a background in any subject, although a degree in a social science or humanities subject, such as politics, economics, sociology, anthropology, history, cultural studies, journalism, would be an advantage. Non-native speakers of English will be expected to possess an IELTS score of 6.5, or equivalent. However, consideration may also be given to students without an academic background in a relevant subject area if they have professional experience in this area or are able to demonstrate their ability and commitment to the pursuit of a programme of rigorous academic study.

Aims of the programme

• To understand the many meanings that have been invested in the idea of `development', and its relation to `modernity'.

• To engage with, and evaluate, differing models of development, including critiques of development

• To understand the relations between discourses of development and specific issues, including gender, ecology, and sexuality

• To understand and be able to analyse the new forms of politics and struggle in the Global South that are connected with development, including new forms of populism, the slum, the role of religion in political struggles

• To equip students with the empirical knowledge and the theoretical tools with which to analyse the questions animating diverse struggles and emergent forms of politics in the Global South

* To provide students with knowledge of the various forms of professional employment possibilities that draw upon or are directly connected with the discourses of Development.

What you will be expected to achieve

You will develop a body of knowledge, and a set of cognitive skills enabling you to explain and critically analyse contemporary debates on Development and emerging forms of politics associated with the Global South. Students are required to develop skills that will enable them to contribute to this body of knowledge, but which will also be of use in a broader range of professional contexts, particularly related to Development, social justice.

Students exiting the programme with a *Postgraduate Certificate in Politics, Development and the Global South* should be able to:

Knowledge and Understanding		Taught by the following modules
A1	Display a knowledge of the discourses of development, their contested nature, and the debates around them.	Development for the 21st Century
A2	Demonstrate an understanding of the range of meanings and application that Development discourse has amongst non-academic actors (including, social justice activists, NGOs, governments and supranational bodies)	Development for the 21st Century

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Cognitive and Thinking Skills		Taught by the following modules
B1	Develop the analytic skills for identifying and analysing problems arising in connection with Development in the non-Western world.	Development for the 21st Century Decolonsing Knowledge: Debates in the Human Sciences
B2	Acquire a knowledge of broader political and historical contexts, such that the empirical and conceptual knowledge gained can be applied to non-academic contexts	Development for the 21st Century Decolonsing Knowledge: Debates in the Human Sciences

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Display an advanced knowledge of how social and political theory needs to be modified when applied to problems of the Global South	Development for the 21st Century Decolonsing Knowledge: Debates in the Human Sciences
C2	Be able to convert academic knowledge into professional, practical application in the realm of Development	Development for the 21st Century Decolonsing Knowledge: Debates in the Human Sciences

Transferable Skills		Taught by the following modules
D1	Demonstrate to a high level a range of transferable skills such as 'communication skills, skills of initiative and personal responsibility', decision-making and 'the independent learning ability required for continuing professional development' (QAA).	Decolonsing Knowledge: Debates in the Human Sciences Development for the 21st Century

In addition to the learning outcomes above, students exiting the programme with the Postgraduate Diploma in Politics, Development and the Global South should be able to:

Knowledge and Understanding		Taught by the following modules
A1	Demonstrate an understanding of the range of meanings and application that Development discourse has amongst non-academic actors (including, social justice activists, NGOs, governments and supranational bodies)	Development for the 21st Century Decolonsing Knowledge: Debates in the Human Sciences Option modules
A2	Recognise and evaluate the new forms of politics emerging from the Global South	Decolonsing Knowledge: Debates in the Human Sciences Option modules
A3	Show a critical understanding of the colonial nature of power as manifest in contemporary institutions (including universities, NGOs and development agencies) with an eye to how such institutions might be 'decolonised' and the benefits to inclusivity this would confer	Development for the 21st Century Decolonsing Knowledge: Debates in the Human Sciences from the Global South Option modules

Cognitive and Thinking Skills		Taught by the following modules
B1	Apply critical reasoning to a diverse set of social and political problems that loom especially large in the Global South	Development for the 21st Century Option modules
B2	Develop the analytic skills for identifying and analysing problems arising in connection with Development in the non-Western world	Development for the 21st Century Decolonsing Knowledge: Debates in the Human Sciences Option modules

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Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Display an advanced knowledge of how social and political theory needs to be modified when applied to problems of the Global South	Development for the 21st Century Decolonsing Knowledge: Debates in the Human Sciences Option modules
C2	Be able to convert academic knowledge into professional, practical application in the realm of Development	Development for the 21st Century

Transferable Skills		Taught by the following modules
D1	Demonstrate to a very high level a range of transferable skills such as 'communication skills, skills of initiative and personal responsibility', decision-making and 'the independent learning ability required for continuing professional development' (QAA).	Development for the 21st Century Decolonsing Knowledge: Debates in the Human Sciences
D2	Develop analytic skills and empirical knowledge that can be utilised in a wide range of academic and non-academic settings	Development for the 21st Century Decolonsing Knowledge: Debates in the Human Sciences
D3	Hone the ability to present academic arguments to a variety of audiences	Development for the 21st Century Decolonsing Knowledge: Debates in the Human Sciences Option modules

In addition to the learning outcomes above, students exiting the programme with a *MA in Politics, Development and the Global South* should be able to:

Knowledge and Understanding		Taught by the following modules
A1	Display a knowledge of the discourses of development, their contested nature, and the debates around them.	Dissertation
A2	Recognise and evaluate the new forms of politics emerging from the Global South	Dissertation

Cognitive and Thinking Skills		Taught by the following modules
B1	Demonstrate the ability to work critically in the production of an original research project.	Dissertation

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Display an advanced knowledge of how social and political theory needs to be modified when applied to problems of the Global South	Dissertation

Transferable Skills		Taught by the following modules
D1	Work on substantial independent research projects in a timely fashion	Dissertation

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How you will learn

The acquisition of knowledge and understanding and cognitive learning outcomes is through weekly lectures, and seminars so that core knowledge gained through reading and lectures may be reinforced through seminar participation, discussion and debate.

The core modules *Development for the 21st Century* and *Decolonising Knowledge* consists of a one hour lecture and a two hour seminar each week. The aim of the seminars is to provide a forum for discussion and emphasis is placed on student participation. Students are expected to read the key articles or chapters set for each week and be able to contribute fully to the discussions. The *Decolonising Politics* modules will also involve presentations based on weekly readings or a set topic, delivered to the whole group.

The acquisition of the second set of subject specific and transferable skills learning outcomes is achieved by students' full participation in the structured learning activities and the completion of examined and non-examined work that will involve considerable independent study. Students will also receive feedback from tutors throughout the programme in seminars and in response to their examined work. Tutorial support is available to advise students on their progress in skill acquisition in both theoretical and more practical work.

In preparing for the dissertation, students will receive intensive one-to-one tutoring / supervision over a prolonged period, which allows them to devise their own original contribution to the field. Most, if not all of the learning outcomes - from the capacity to produce an original map of the field, to retrieve and evaluate information, to work to deadline - are condensed and applied in the process of preparing and delivering the dissertation with the guidance of academic tutors from across the Department. The Politics Department also has a dedicated member of academic staff assigned as the MA Dissertation Coordinator. During the Spring Term, the Dissertation Coordinator runs a workshop with the admin officer responsible for MA students. The workshop introduces students to the administrative requirements of the dissertation module as well as provided practical academic advice on how to find a supervisor, what to expect from the supervisory relationship, how to set up sustainable research, how to define a research topic, writing to complete, etc. The Politics Department also supplies all MA students with a Dissertation Handbook containing information on: Preparation (supervision, time allocation), Research Techniques (argumentation, quantitative and qualitative analysis, conducting interviews), Effective Writing (chapter divisions, writings styles, bibliographies, plagiarism).

How you will be assessed

A mixture of assessed essays, interviews and reports appropriate to each module choice.

The assessment for *Development for the 21st Century* consists of writing a sustained research paper on a topic selected from coursework essay questions provided at the start of term. Students will also have the option of formulating their own question in consultation with staff teaching the module. This opportunity will enable students to apply their learning to specific topics relevant to their own interests.

Decolonising Knowledge will consist of one assessment, a 5000 words academic essay.

Other forms of assessment maybe be encountered (e.g. group presentations/reports, portfolio exercises) depending on option modules chosen from Politics or other departments.

In all cases students will be made aware of the Department's marking criteria (below) and how it is applied to assessment tasks, as well as have the ability to seek out one-on-one support from the

convenor of each programme during their designated feedback and consultation hours (which are advertised in the MA Student Handbook at the start of the academic year.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	A mark of 80% or higher is awarded when a candidate satisfies the requirements for a distinction, but to an outstanding degree. Such work may be of publishable quality, and will be a significant contribution to debate within the field.
70-79%	Distinction	Represents the overall achievement of the learning outcomes and the skills below to an excellent level: • Clear and logical argument with appropriate linkages • Analytical use of key concepts in exposition • Appropriate location in relevant literature • Relation of theoretical and empirical material • Location of subject within a wider framework of debate • Good use of theory in structuring hypotheses • Skilled application of selected research techniques • Thorough organisation and planning • Location and use of source materials • Implementation of strategies for collecting information • Clarity of expression and appropriate use of language • Accuracy in spelling, grammar and punctuation • Consistency and thoroughness in referencing and bibliography
60-69%	Merit	Represents the overall achievement of the appropriate learning outcomes to a good level. There will be very good use of many or most of features outlined above. However some aspects will be less fully realised. The work will not be as strongly original, distinctive or individual as a 70%+ grade answer. • Overall structure of the argument is clear and coherent • Evaluative use of key concepts • Location of argument within relevant literature • Awareness of relation between theory and empirical data • Knowledge of position of subject matter in wider debates • Use of theoretical material in structuring hypotheses • Application of selected research techniques • Effective organisation and planning • Accessing relevant sources • Competent implementation of strategies for collecting information • Clarity of expression • Appropriate spelling, grammar and punctuation • Consistent use of referencing and bibliography
50-59%	Pass	Represents the overall achievement of the appropriate learning outcomes to a threshold level. There will be good use of some of the features of a 70%+ grade answer. However, some elements will be only partially realised.

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			The work will not contain any serious omissions or irrelevancies.
			• Most of the argument will be clearly structured • Understanding and recognition of key concepts • Recognition of most of the relevant literature • Limited, though fairly sound, use of theory and empirical data • Some understanding of wider debates surrounding the subject • Limited use of theory in structuring hypotheses • Satisfactory use of chosen research methods • Reasonable organisation and planning • Accessing some relevant sources • Limited use of strategies for collecting information • Reasonably clear expression • Mostly correct spelling, grammar and punctuation • Referencing and bibliography broadly in line with guidelines
30-49%	Fail		Represents an overall failure to achieve the appropriate learning outcomes. There may be errors, omissions or irrelevancies and significant elements of the learning outcomes and skills will be unmet. • Unclear structure and logical progression • Limited understanding of key concepts • Limited recognition of relevant literature • Uneven use of theoretical and empirical materials • Little understanding of wider debates surrounding the area • Uneven application of theory in structuring hypotheses • Uneven application of selected methods • Limited organisation and planning • Limited accessing of relevant sources • Lack of clarity in expression Mistakes in spelling, grammar and punctuation which impede clarity • Referencing and bibliography only partially accurate
10-29%	Bad fail		Represents a significant overall failure to achieve the appropriate learning outcomes. Students will show minimal or no evidence of knowledge or understanding of key themes and issues. The work will suffer from one or more of the following: • Structure and logic are weak and muddled • Very limited understanding of key concepts • Little recognition of relevant literature • Little use of theoretical and empirical material • Very little understanding of the subject in the context of wider debates • Very limited application of theory in structuring hypotheses • Poor application of selected research methods • Disorganised research and lack of planning

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		• Little accessing of relevant sources • Unclear expression which distorts argument • Many mistakes in spelling, grammar and punctuation • Little accuracy in referencing and bibliography
1-9%	Very bad fail	A submission that does not address the specified learning outcomes (shall be deemed a non-valid attempt and the unit must be re-sat). The work will suffer in some degree from most or all of the characteristics below: • Structure and logic are very unclear • Little or no understanding of key concepts • Very poor or no recognition of relevant literature • Very poor or no use of theoretical and empirical material • No recognition of subject in the light of wider debates • Poor application of theory in structuring hypotheses • Very poor application of selected research methods • Very poor organisation and planning • Very poor or no accessing of relevant literature • Very unclear expression which distorts argument • Very poor spelling, grammar and punctuation • No referencing or bibliography
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

Students undertaking this programme are required to do the following modules:

* Development for the 21st Century (30cr) Autumn Term
* Decolonising Politics: Actions and Ideas from the Global South (30cr) Spring Term
* Dissertation (60cr) Summer Term

Optional:
60cr of Optional Modules to be taken from across the College.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Development for the 21st Century	PO71050A	30	7	Compulsory	1
Declonizing Knowledge: Debates in the Human Sciences	PO71009C	30	7	Compulsory	2
Dissertation	PO71020B	60	7	Core	1,2,3
Optional modules to the value of 60 credits		60	7	Optional	1,2

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

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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 endure 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/.

Links with employers, placement opportunities and career prospects

Running alongside the core module will be a series of industry and activist seminars under the title of Development, as Vocation. The speakers and organisations invited to speak will be determined in consultation with students, and will cover different facets of the realm of development: politics, activism, policy, journalism, charities, consultancy, and NGO´s. These seminars will be prearranged in with the help of a series of partner organisations: The South Centre, CLACSO, Global Justice Now, The Front Line Club, Swiss Agency for Development and Cooperation, Oxfam, The

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Commonwealth Policy Studies Unit. Students enrolled in the MA Politics, Development and the Global South will have an active role in designing the format and content of these vocational seminars. While there is not a work placement module, the abovementioned series will have an emphasis on professional development, with students having the opportunity to hear (for example) a senior person from an NGO outline what sort of career working for an NGO is, the prerequisites for securing employment in the NGO sector, and so on.

More generally, students on this degree will develop skills in critical thinking, in digesting and analyzing empirical data and concepts, and in presenting their research. These are transferable skills that are desired across the public, private and third sectors.

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: http://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

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.

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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/).

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