

# Programme Specification

## Postgraduate Programmes

<b>Awarding Body/Institution</b>	University of London
<b>Teaching Institution</b>	Goldsmiths, University of London
<b>Name of Final Award and Programme Title</b>	MA in Tourism and Cultural Policy
<b>Name of Interim Award(s)</b>	Postgraduate Diploma in Tourism and Cultural Policy Postgraduate Certificate in Tourism and Cultural Policy
<b>Duration of Study/Period of Registration</b>	one year full-time, two years part-time
<b>UCAS Code(s)</b>	N/A
<b>HECos Code(s)</b>	(100811) Creative Management
<b>QAA Benchmark Group</b>	N/A
<b>FHEQ Level of Award</b>	Level 7
<b>Programme Accredited by</b>	N/A
<b>Date Programme Specification last updated/approved</b>	August 2017
<b>Primary Department/Institute</b>	Institute for Creative & Cultural Entrepreneurship

<b>Departments which will also be involved in teaching part of the programme</b>
Confucius Institute for Dance & Performance, , Computing, Politics and International Relations, Sociology, Educational Studies, English and Comparative Literature, Media & Communication, Institute of Management Studies, Psychology

### Programme overview

The MA in Tourism and Cultural Policy is a trans-disciplinary programme that addresses the theory and practice of tourism, cultural policy and allied areas such as cultural identity and country branding. The programme encompasses culture, tourism and regeneration. Tourism has long played a role in the economic social and physical transformation of towns and cities. It explores the growth and increasing diversity of cultural tourism; the role it plays in urban centres and their regions; and the ways in which cities and regions internationally have reinvented and rebranded themselves. This 'instrumental' use of culture is examined across the whole programme; the theories of urban decline and regeneration philosophies, particularly in relation to tourism, are critiqued; and the political structures through which regeneration is achieved analysed by means of case studies in the UK and further afield.

Ideas about the growing sophistication of cultural tourists and their changing tastes suggest that travellers wish to move beyond consumption to 'prosumption'. With increasing competition between tourism destinations, the development of timely, attractive and innovative tourism products has never been more necessary – whether using the historic environment in creative ways or exploiting contemporary cultural forms. The majority of this development is entrepreneurial in approach and often on the level of SMEs or individual initiatives. This programme offers an opportunity through options to explore this potential, both in theory and practice.

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 and Creative Tourism; and Culture, and Tourism and Regeneration are complemented by options from a pool of modules covering arts engagement, media, business, languages and politics - this is designed to allow the student to tailor the programme to 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 who want to work in cultural policy and/or areas of tourism, and those wanting to work in cultural tourism. This is likely to be at policy level for governments, NGOs or cultural organisations with tourism 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 cultural policy, cultural regeneration, identity and city and country branding. Those interested in developing entrepreneurial activities in the area of tourism will find valuable being in a department offering education in entrepreneurship 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. Most 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 and tourism issues 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 and tourism. 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. Potentially, for example, Creative England, the British Council, Tourism Concern, [travelmole.com](http://travelmole.com) and [visitbritain.org](http://visitbritain.org). ICCE is also a member of ENCATC, the leading European network on Cultural Management and Cultural Policy education. London provides accessible examples of culture-led regeneration (for example Bankside and South Bank, Greenwich or Kings Cross) and event-led regeneration (2012 Olympic and Paralympic Games and numerous festivals and city initiatives such as Liverpool). The programme also engages with initiatives throughout Europe, the Americas and increasingly in Asia and the Gulf States who pursue culture in similar ways to position themselves on the international tourist map.

### **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 and tourism 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 and tourism, in particular the relationship between cultural policy and tourism as evidenced through specific areas such as regeneration, country branding and entrepreneurial approaches to tourism provision. 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 tourism;
- To enable students to develop a critical understanding of the diverse and changing relationships between culture, politics and tourism in different international contexts;
- 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 tourism, 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 Tourism and Cultural Policy (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 Tourism and Cultural Policy (120 CATS, at least 60 of which must be from core modules) will have demonstrated a developed competence in the areas below.

<b>Knowledge and Understanding</b>		<b>Taught by the following modules</b>
<b>A1</b>	Demonstrate a comprehensive knowledge and critical awareness of a range of practices, policies, structures and systems in the cultural policy and tourism areas involving a multiplicity of stakeholders (individuals, NGOs, foundations, corporations, governments, international and supranational organisations).	Cultural Policy and Practice Cultural and Creative Tourism Culture, Tourism and Regeneration Dissertation
<b>A2</b>	Demonstrate a full knowledge and critical understanding of the theories and key concepts in cultural policy, cultural tourism and regeneration, including cultural identity, globalisation, ethical and sustainable tourism and nation branding through culture and tourism, as well as regeneration through tourism.	Cultural Policy and Practice Cultural and Creative Tourism Culture, Tourism and Regeneration Dissertation
<b>A3</b>	Critically discuss the importance of cultural policy in relation to international tourism and city and nation branding.	Cultural Policy and Practice Cultural and Creative Tourism
<b>A4</b>	Comprehend and critically evaluate the diverse and changing relationships between culture/arts, politics and tourism.	Cultural Policy and Practice Cultural and Creative Tourism Culture, Tourism and Regeneration Dissertation
<b>A5</b>	Build on their existing experience and/or interest to	Cultural Policy and Practice Cultural and

	develop knowledge within cultural policy and tourism.	Creative Tourism Culture, Tourism and Regeneration Dissertation
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<b>Cognitive and Thinking Skills</b>		<b>Taught by the following modules</b>
<b>B1</b>	Analyse and evaluate the role of the actors and their practices, as well as the structures and systems framing cultural policy and tourism.	Cultural Policy and Practice Cultural and Creative Tourism Culture, Tourism and Regeneration Dissertation
<b>B2</b>	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 and tourism.	Cultural Policy and Practice Cultural and Creative Tourism Culture, Tourism and Regeneration Dissertation
<b>B3</b>	Identify, summarise and critically discuss contemporary issues in the trans-disciplinary area object of the programme.	Cultural and Creative Tourism Culture, Tourism and Regeneration Dissertation
<b>B4</b>	Build on their existing experience and/or interest to further develop analytical, critical and conceptual skills within cultural policy and tourism.	Cultural Policy and Practice Cultural and Creative Tourism Culture, Tourism and Regeneration Dissertation

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
<b>C1</b>	Critically analyse and evaluate public policies in the areas of culture and national/international tourism at micro and macro levels.	Cultural Policy and Practice Cultural and Creative Tourism Culture, Tourism and Regeneration Dissertation
<b>C2</b>	Devise, develop, conduct and deliver research relevant to cultural policy and tourism, focusing on an element across the wide spectrum of potential areas of study.	Cultural Policy and Practice Cultural and Creative Tourism Culture, Tourism and Regeneration
<b>C3</b>	Demonstrate the origins of their thinking in cultural policy and tourism by adequately referencing sources that have been evaluated for credibility, objectivity, accuracy and trustworthiness.	Cultural Policy and Practice Cultural and Creative Tourism Culture, Tourism and Regeneration Dissertation
<b>C4</b>	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 and Creative Tourism Culture, Tourism and Regeneration Dissertation

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	Share and exchange expertise and skills with other students and the tutors on the course employing effective written and oral communication skills.	All modules and dissertation
<b>D2</b>	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
<b>D3</b>	Conduct research methodically to find an answer that is complete, accurate and authoritative.	All modules and dissertation
<b>D4</b>	Work effectively as part of a team.	Cultural Policy and Practice Cultural and Creative Tourism Culture, Tourism and Regeneration
<b>D5</b>	Take an entrepreneurial approach to problem solving.	Cultural Policy and Practice Cultural and Creative Tourism Culture, Tourism and Regeneration

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

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

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

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

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	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, Cultural Policy and Practice; Cultural and Creative Tourism and; Culture, Tourism and Regeneration 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 and Creative Tourism	IC71100A	30	7	Core	1
Culture, Tourism and Regeneration	IC71101A	30	7	Core	1
Dissertation	IC71102A	60	7	Core	2
PLUS one 30 CAT (or 2 x 15 CAT) optional module from a list of interdisciplinary modules		30	7	Optional	2

### Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department 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/](http://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 policy specialist
- Cultural Tourism specialist
- Research and development officer
- Cultural strategic and operational manager with potentially tourism as a specialisation
- Cultural Tourism entrepreneur
- Cultural Tourism consultant

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

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

1. Thinking:

a1. Critical and analytical skills: A critical and analytical approach to exploring and reflecting upon policy issues in a creatively decisive way is required by the programme assessment criteria for all research outputs.

a2. Adaptability: The course equips students with the skills and knowledge to search effectively and appropriately for data, information, knowledge, and wisdom, to be able to collate and archive it for convenient access and to be well aware of its potential relevance, reliability, and significance in an international context.

The programme offers potential policy makers and tourism professionals a context to re-orientate their thinking and practice. Throughout their written project proposals and essays they attune their role as a policy maker and practitioner meeting the needs of different 'readers' such as governments, ministries, NGOs and those engaged in service delivery at all levels. The aim of this approach is to enhance their adaptability and resilience in problem solving.

2. Entrepreneurial:

b1. Commercial awareness: The students are required to reflect upon their current and previous practice in their written course work. They are also asked to be explicit about their professional aspirations. By responding to these programme criteria, students connect up their research with previous Tourism and Cultural Policy industry experience as well as identifying new opportunities for creative practice. Students can take the Entrepreneurial Modelling course in ICCE as one of their options if they wish to experiment with starting an enterprise – in tourism or an allied support area.

b2. Computer literacy: It is desirable for Students to have skills in all elements of Microsoft Office. If they

do not then short skills upgrade courses will be provided – as with existing MA's. The students are also asked to present their work using PowerPoint or Keynote on a regular basis. Students are required to sign up to our VLE and research and contribute content to it.

b3. Networking skills: Students are encouraged to nurture a postgraduate culture in the department. This is supported by staff through the development of shared modules and the opportunities to audit and undertake options across the programmes. The students will be in a diverse and intercultural context. In existing modules as part of this programme it is common for 25 nationalities to be represented. Students undertake a number of group projects and will enhance their learning by harnessing the cross and intercultural knowledge and processes of the group. Students will need to be part of international forums both student and professional to undertake research. One of the key professional online networks has been created by ICCE. A number of the visiting speakers on the programme will be industry professionals and students will be encouraged to use them as a network resource.

b4. Initiative: Students are required to take initiative on all modules in the programme. In researching for the essays, which they undertake throughout the programme of study, initiative is encouraged in the process of searching for relevant research and literature to refer to in their essays. Students will be expected to use the wealth of contacts in cultural organisations, embassies, NGOs and tourism organisations in London to feed into their research and projects.

b5. Negotiation skills: Negotiation skills are fostered by the group discussions in module seminars and in group projects.

3. Interpersonal: The students develop their interpersonal skills largely through participating within group seminars. The international diversity of the groups will be a positive driver to provide the context for this. The students are also able to communicate with the course team and a range of visiting staff and alumni in one-on-one tutorials and workshop sessions.
4. Intrapersonal: Self-reflexivity and the honing and development of personal and professional qualities, sensibilities and capabilities to the realisation of the individual's aspiration, the needs of society, and the project team's needs, plays an important part in the programme. The course supports students in defining and reconciling personal and professional value systems and in identifying interests and strengths, as well as areas needing development. The assessment criteria encourage students to reach an appropriate balance of modesty and confidence, and to acquire a nuanced understanding of their individual and collective learning journey and emerging knowledge and skills.
5. Presentation: Articulacy in written design work, face-to-face discussion and in oral presentation is developed throughout the MA course. Students explicitly learn about presentational knowing and are offered some training in presentation skills towards their group work. Students regularly present their work in progress to each other/ other members of staff/ alumni and external guests within group seminars. They are required to do this in a range of formats and time frames and at various stages in the development of their work.

## **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**

- 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 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 Greater London Authority, Creative England, the British Council, Tourism Concern, [travelmole.com](http://www.travelmole.com), [visitbritain.org](http://www.visitbritain.org) and ENCATC. Regular advice is taken on the relevance of individual areas of learning and desired competences through informal exchange of views.