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 Postcolonial Culture and Global Policy
Name of Interim Award(s)	N/A
Duration of Study/Period of Registration	1 year full-time / 2 years part-time
UCAS Code(s)	N/A
HECos Code(s)	(101233) Cultural Studies
QAA Benchmark Group	N/A
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	August 2017
Primary Department/Institute	Media, Communications & Cultural Studies

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

Programme overview

The MA in Postcolonial Culture and Global Policy is an interdisciplinary programme in the Department of Media, Communications and Cultural Studies at Goldsmiths that enables students to tailor their degree to their individual requirements through the core modules and options from a number of departments. With core modules on Postcolonial Theory and Globalization: Politics, Policy, Critique, together with a Policy Lab and placement with a policy/activist-related organization, the MA provides a synthesis of cultural theory and policy/activism analysis appropriate to a wide range of issues and concerns in the areas of globalism, neo-colonialism and postcolonial/decolonial debates.

Integral to the programme is an assessed practical placement

Programme entry requirements

This Masters programme is aimed at graduates with an interest in working in Global Cultural Studies widely defined. The MA therefore provides theoretical training both in the humanities and social sciences through a wide range of skills in media, organizational work and activism.

Candidates should have a degree in the humanities or social sciences, with an interest in issues of globalism, postcoloniality or neo-imperialism. A 2.1 undergraduate degree in a relevant discipline is normally required. Non-native speakers will normally have to satisfy the University of London requirements of IELTS (6.5).

Aims of the programme

This Masters degree concentrates upon providing students with the concepts, analytical skills, critical knowledge and practice skills that they need in order to analyse new situations for themselves, taking account of wider contexts. In particular, the MA in Postcolonial Culture and Global Policy aims to provide students with a combination of theoretical and research training to enable them:

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To understand the history and development of postcoloniality and postcolonial approaches to debates on imperialism, colonialism and the contemporary world order, positioning them in the context of the larger field of Cultural Studies and relating them to critical theory in a global perspective.

To critically examine and discuss a range of theoretical approaches used in Postcolonial Cultural Studies and in adjacent disciplines such as Media Studies, Sociology, Cultural Studies, Anthropology and English Literature.

To understand theoretical perspectives on the politics of race, class, environment and gender; to examine issues of imperialism and colonialism; relations between the 'North' and the 'South', the arts and political, anti-imperial, revolutionary or community social movements.

To critically analyse the changing contexts of Postcolonial Studies, taking account of the interactions between local and global factors to comprehend contemporary issues in cultural, historical, political and contextual detail.

To evaluate theoretical perspectives and practical issues relevant to cultural activism, voluntary and non-governmental organization (NGO) work, anarchist, feminist and Marxist engagement, and to be able to apply the knowledge and experience gained where appropriate.

To effectively challenge racism, classism, patriarchy, sexism, oppression and discrimination, and to engage these issues in postcoloniality using relevant knowledge and perspectives.

To develop a critical and coherent understanding of a specific postcolonial issue (through dissertation work) and to link this understanding to relevant discussions in Cultural Studies and the Social Sciences.

What you will be expected to achieve

By the end of the programme students should:

Knowledge and Understanding		Taught by the following modules
A1	Have a Masters Level command of the history and development of postcolonial theory and postcolonial approaches to debates in culture and cultural representation;	Postcolonial Theory core module; Globalization core module
A2	Be aware of theoretical perspectives on the politics of race, class, environment and gender; have examined issues of imperialism and colonialism;	Postcolonial Theory core module; Globalization core module; Policy Lab
A3	Have demonstrated a critical and coherent understanding of a specific postcolonial issue, through placement and dissertation work, and to have made links between this understanding and relevant discussions in Global Cultural Studies in the Humanities or Social Sciences;	Postcolonial Theory core module; Globalization core module; Policy Lab & Placement; Dissertation
A4	Be able to discuss relations between the 'North' and the 'South'; as well as be able to relate theoretical perspectives to cultural forms in creative arts, activist, anti-imperialist and anti-colonial political movements;	Postcolonial Theory core module; Globalization core module; Policy Lab & Placement

Cognitive and Thinking Skills		Taught by the following modules
B1	have demonstrated the capacity for critical analysis of a range of cultural forms;	Postcolonial Theory core module; Globalization core module; Policy Lab

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B2	have shown the ability to interpret and critically engage with postcolonial and cultural theory across different fields and from several theoretical registers;	Postcolonial Theory core module; Globalization core module
B3	have shown the ability to relate theory productively to practical issues (e.g. of postcolonial culture and policy);	Postcolonial Theory core module; Globalization core module; Policy Lab & Placement

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	be able to analyse and evaluate a range of theoretical perspectives used in Postcolonial Studies and in adjacent disciplines such as Media Studies, Sociology, Anthropology, Politics and English Literature;	Postcolonial Theory core module; Globalization core module; and recommended option modules in other departments
C2	be able to position these approaches in the context of the larger field of Cultural Studies and relate them to analysis of and engagements in postcolonial studies;	Postcolonial Theory core module; Globalization core module
C3	Be able to analyse the changing contexts of Postcolonial Studies, taking account of the interactions between local and global factors;	Postcolonial Theory core module; Globalization core module; Policy Lab
C4	Be able to critically discuss the dynamic and shifting stage of global and political economy	Globalization core module

Transferable Skills		Taught by the following modules
D1	be in possession of a range of research and argumentative skills that equip them for practical work in the postcolonial field, including Government agencies, international organisations, NGOs, voluntary organisations and cultural activist groups.	Postcolonial Theory core module; Globalization core module; Policy Lab
D2	have shown that they can make convincing use of secondary data (library-based, fieldwork-based or statistical data) to develop an argument.	Postcolonial Theory core module; Globalization core module; Policy Lab
D3	have demonstrated that they can produce an extended piece of written work of a high academic standard (i.e. adequately researched, clearly written, well presented and structured and following academic conventions).	Postcolonial Theory core module; Globalization core module; Policy Lab; Dissertation
D4	have shown the ability to exercise initiative and personal responsibility in effective independent work with the attendant skills of work organisation, time planning, independent decision-making and keeping to deadlines.	Postcolonial Theory core module; Globalization core module; Policy Lab; Dissertation

How you will learn

The MA consists of a range of compulsory and option modules and a dissertation. Students are required to accumulate 180 CATS points to graduate - the equivalent of 4 x 30 CAT modules and a dissertation valued at 60 CATS. The three core modules are Postcolonial Theory; Globalization: Politics, Policy, Critique; and the Policy Lab and Placement, each accounting for 30 CATS points. In addition to the compulsory core modules, students choose one option from those offered by the Department of Media,

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Communications and Cultural Studies and the Anthropology, English and Comparative Literature, Sociology and Politics Departments.

A range of teaching methods is employed to support the learning outcomes detailed above. Students take modules organised around recognised protocols of lectures and seminars, as well as individual tutorials to discuss written work and general progress, workshops, project work and student presentations. Students are encouraged to study independently and to make full use of the extensive libraries available to all University of London students. Students are strongly encouraged to attend Media, Communications, and Cultural Studies workshops and events as well as the full range of seminars taking place throughout the University of London and beyond. Events of particular interest to this cohort are publicised through the VLE

How you will be assessed

Supervision and assessment are geared towards ensuring that on completing the MA in Postcolonial Studies, students are capable of analyzing the changing contexts of postcolonial studies, taking account of international as well as local factors, applying theoretical perspectives relevant to postcoloniality, to anti-colonial, anti-imperial, voluntary and NGO work, familiar with anarchist, feminist and Marxist engagements, and being able to apply these approaches where appropriate.

Assessment takes a variety of forms within and between departments, and includes:

Essays of 5,000 words. Assessed essays test the ability of the student to sustain a coherent and original argument on the basis of their reading and research throughout the duration of the module. Students are expected to discuss the content of their essay with their module convenor.

Dossier. The Policy Lab and Placement module is assessed by a dossier (5,000 words plus any supplementary material in other media) consisting of a mixture of diary record and ethnographic report, in which students critically reflect on their placement and situate issues and experiences in the larger academic and political contexts of the module.

Dissertation of 10–12,000 words. The dissertation develops and assesses the capacity of the student to work independently, to define a research problem and, where appropriate, to gather suitable data in whatever form. It promotes and tests the ability to construct a clear argument on a complex, relevant topic.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	A mark of 80-100% is awarded when a candidate satisfies the requirements for a distinction, but to an outstanding degree. Such work may be of publishable quality and contribution to debate within the field.
70-79%	Distinction	A mark of 70-79% is awarded when the essay demonstrates the application of appropriate knowledge, understanding and skills specified in the learning outcomes of the module to a very effective extent. The work will show evidence of extensive relevant reading and an impressive grasp of current major issues in the field. This knowledge will have been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence will demonstrate sophisticated reasoning, with clear awareness of issues of methodology and evidence, and be particularly clear, well-focused and cogent. 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.
60-69%	Merit	A mark of 60-69% is awarded when candidates demonstrate the application of appropriate knowledge, understanding and skills specified in the module learning outcomes to an effective extent. The essay will show consistency and fluency in discussing and evaluating evidence and theories drawn from a wide range of sources. They will demonstrate an ability to relate this reading to their topic, and will clearly have understood and assimilated the relevant literature. A mark of 50-59% is awarded when the essay demonstrates the application of appropriate knowledge, understandings and skills specified in the learning outcomes of the module to a satisfactory extent. There is clear evidence of knowledge and understanding, but where there may be limited development of ideas, critical comment or methodology. Within these limitations there will be indication that the candidate has grasped fundamental concepts and procedures in the field.
50-59%	Pass	A mark of 50-59% is awarded when the essay demonstrates the application of appropriate knowledge, understandings and skills specified in the learning outcomes of the module to a satisfactory extent. There is clear evidence of knowledge and understanding, but where there may be limited development of ideas, critical comment or methodology. Within these limitations there will be indication that the candidate has grasped fundamental concepts and procedures in the field.
30-49%	Fail	A mark of 30-49% is awarded when the candidate demonstrates an unsatisfactory application of appropriate knowledge, understanding and skills specified in the Learning Outcomes of the module
10-29%	Bad fail	A mark of 10-29% is awarded when the assessed work demonstrates a significant overall failure to achieve the Learning Outcomes, and where there is no evidence of recognition of the question nor of how it might be responded to.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

The programme is offered full-time over one calendar year (September to September), and part-time over two calendar years. Full time route
Postcolonial Theory core module takes place in the Autumn Term.
Globalization: Politics, Policy, Critique takes place in the Spring Term.
Policy Lab and Placement (30 CATS) takes place across three terms, with the placement in the summer.
The dissertation is written in the summer.

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The optional module(s) (1 x 30 CATS or 2 x 15 CATS) may be taken in Autumn or Spring Term, depending on when the chosen modules are offered and on each individual student's workload.

Part-time route
Policy Lab and Placement (30 CATS) may be taken across all three terms in either the first or second year, with the placement in the summer.
The dissertation is written in the summer of the second year.

Part-time candidates will normally be required to have completed core modules totaling a minimum of 60 CATS points (not including the dissertation) before proceeding to the second year.

Full–time and second year part time candidates will normally be required to have passed all written papers before proceeding to their dissertation.

Academic Year of Study 1 : Full-Time

Module Title	Module Code	Credits	Level	Module Status	Term
Postcolonial Theory	MC71215A	30	7	Core	1
Globalization: Politics, Policy, Critique	MC71216A	30	7	Core	2
Policy Lab and Placement	MC71217A	30	7	Core	1-3
Option Modules from an approved list available from the Department		30	7	Optional	1 or 2
Dissertation	MC71218A	60	7	Core	2-3

Academic Year of Study 1 : Part-Time

Module Title	Module Code	Credits	Level	Module Status	Term
Postcolonial Theory	MC71215A	30	7	Core	1
Either: Policy Lab and Placement (if taken in Year 1)	MC71217A	30	7	Core	1-3
And/or: Globalisation: Policy, Politics and Critique	MC71216A	30	7	Core	2
And/or: Option Modules from an approved list available from the Department		30	7	Optional	1 - 2

Academic Year of Study 2 : Part-Time

Module Title	Module Code	Credits	Level	Module Status	Term
Policy Lab and Placement (if not taken in Year 1)	MC71217A	30	7	Core	1-3
Dissertation	MC71218A	60	7	Core	1-3
Either : Globalisation: Policy, Politics and Critique	MC71216A	30	7	Core	2
Or: Option Modules from an approved list available from the Department		30	7	Optional	1 - 2

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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

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The programme has had very favourable reports from external examiners and students have gone on to take advantage of the generalist versatility of the degree to gain work in international community organizations, media, NGOs, voluntary organizations and political groups, as well as doctoral work.

The requirements of a Goldsmiths degree

All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are composed 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 courses are required in order to be eligible for the award of these qualifications. The awards are made without classification.

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

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

Programme-specific rules and facts

Programme costs

General Costs

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

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/).

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