

MA Global Politics: Art & Activism

Programme Specification

Awarding Institution: University of London (Interim Exit Awards made by Goldsmiths College)

Teaching Institution: Goldsmiths, University of London

Final Award: MA Global Politics: Art & Activism

Programme Name: MA Global Politics: Art & Activism

Total credit value for programme: 180

Name of Interim Exit Award(s): Postgraduate Certificate in Global Politics: Art & Activism; Postgraduate Diploma in Global Politics: Art & Activism

Duration of Programme: 1-year full time

UCAS Code(s): N/A

HECoS Code(s): (100490) International Relations

QAA Benchmark Group: Politics and International Relations

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable.

Date Programme Specification last updated/approved: April 2026

School: School of Global Change

Programme overview

On the *MA in Global Politics: Art & Activism*, you will investigate twenty-first century politics, with an emphasis on transformative ideas, actions, and practices. We encourage you to explore critical theoretical perspectives and to apply them to political engagements and practical endeavours. First, we focus on theories of power and politics that explain both global and local relations, looking at and beyond international relations theories and giving particular attention to influences and innovations from the Global South.

Secondly, we consider how social movements and activist practices pose a decisive challenge to mainstream politics, from the bottom-up. You will have opportunities to analyse the contestations around crucial global challenges, including the climate emergency, racism, gender inequality, human rights, development, and the decolonisation of public and private institutions.

Thirdly, we explore the encounter between art and politics, which becomes ever more urgent and compelling. Contemporary arts practices increasingly claim political origins and motivations, while political actors interfere or seek active involvement with cultural agents of all kinds. An increasing desire to preserve, consolidate or memorialise identity (national or otherwise) has led to the formation of new alliances across cultural and political divides, but also to the embedding of deep and difficult rivalries. Meanwhile the creative industries and

the heritage sector are seen as influential agents in the formation, maintenance and destruction of political alliances, or as assets in driving economic or cultural change. Everywhere, the security or destruction of cultural property has led to heated debates around the ownership and display of 'artefacts' or public memorials, or to increasing calls for decolonisation, reparation, or acknowledgement of historical injustice.

Finally, we offer training and guidance in research methods and cultural production, in line with Goldsmiths' commitments to promoting interdisciplinarity, creativity and practice-based learning.

Global Politics beyond Eurocentrism

On this programme you will develop the ability to think beyond Eurocentric views of international politics and to engage with critical approaches that interrogate the boundaries between politics, culture, religion, and the economy. You will reflect on pressing contemporary issues such as the rise of new geopolitical powers in the Global South; the rise of inequality worldwide and resistance to neoliberal dogmas; efforts to re-energise democracy in the context of new forms of authoritarian governance and populism; the potential of intercultural dialogue at a planetary scale; and agendas for truly sustainable development in the face of ecological devastation. We encourage you to pay particular attention to how actors and experiences in the Global South have shaped the 21st-Century and to the contemporary meanings of the term "decolonisation." You will also get the chance to innovate and develop your own ideas and research agendas, with the support of a team of expert scholars working in diverse fields and regions of study, including Africa, Asia, Latin America, Oceania, the Middle East, as well as Europe, and the USA.

Activism

One of our core concerns on this programme is the question of how activism and activists have influenced the current state of global politics. In such a context, as we will see, contemporary practices are emerging in ways that interrupt or re-invent the languages of both politics and art. This programme provides you with an opportunity to explore these in a genuinely interdisciplinary (anti-disciplinary) setting. Using a range of critical and practice-based methodologies, we stage an exciting and productive encounter between the insights of critical theory, activist methodologies and aesthetic practices. We ask if, how and for whom is it possible to create change? What does change look, feel or sound like? Is it a good or a bad thing? How can we 'do politics' differently, artfully, curiously?

We want you to understand and be able to analyse new forms of politics and struggle in Global Politics, thinking critically and creatively about new forms of political mobilisation, organisation and ideas. We also provide you with the intellectual and practical foundations to craft your own research agendas and career pathways. You will engage with grassroots politics and activism both in theory and in practice. You will also have opportunities to work in an interdisciplinary fashion, exploring cutting-edge perspectives in the social sciences, while adding critical insights from art, the humanities, and cultural studies to your toolbox. We bridge the gap between academia, activism, and the practical work of NGOs, international development agencies and charities, by focusing on different modes of teaching and partner

engagements. Our overall aim is to enable you to actively engage in the fields of scholarship, activism and global politics.

Programme entry requirements:

Applicants should hold a minimum of a second-class Bachelor's degree from a UK or overseas institution of equal standing. Individuals from any academic background are welcome to apply, though those with degrees in social sciences or humanities (e.g., politics, economics, sociology, anthropology, social work, history, cultural studies, visual cultures, or journalism) may have an advantage. Non-native English speakers must have a minimum IELTS score of 6.5 or equivalent. However, we may also consider applicants without a relevant academic background if they have professional experience in the field or can demonstrate their ability to succeed at this level of study.

Programme learning outcomes:

The learning outcomes for the programme (listed below) include knowledge, cognitive, and transferable skills which are widely sought and generally expected from students who have successfully completed a postgraduate programme of study in the social sciences as well as skills and understandings that are more subject specific.

Students exiting the programme with a **Postgraduate Certificate in Global Politics** (60 credits) should be able to:

Knowledge and understanding:

Code	Learning outcome	Taught by the following module(s)
A1	Display comprehensive knowledge of theories of globalisation and global politics, their contested nature, and the debates around them.	Decolonising Politics
A2	Demonstrate an understanding of the range of meanings and applications that political theories have amongst non-academic actors (including, activists, NGOs, governments, political parties and supranational bodies)	Decolonising Politics, Art and Politics, Counter-mapping
A3	Demonstrate an understanding of the professional working methods of independent researchers, activist practitioners, cultural producers, in public service or organisations professionals or entrepreneurs	Art and Politics, dissertation

Cognitive and thinking skills:

Code	Learning outcome	Taught by the following module(s)
B1	Develop in-depth analytical skills for identifying and deconstructing issues arising in global contexts.	Decolonising Politics Option Modules
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.	Art and Politics, Decolonising Politics, Counter Mapping

Subject specific skills and professional behaviours and attitudes:

Code	Learning outcome	Taught by the following module(s)
C1	Display an advanced understanding of the need for non-traditional approaches to Global challenges facing us today.	Decolonising Politics Option Modules
C2	Be able to convert academic knowledge into professional, practical application in the realm of art and activism	Decolonising Politics, Art and Politics
C3	Demonstrate the acquisition of practical skills that are necessary for working either as an independent researcher, activist practitioner, cultural producer, in public service, an organisation, as an entrepreneur or in a similar field.	Counter Mapping, Decolonising Politics

Transferable skills:

Code	Learning outcome	Taught by the following module(s)
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).	Counter Mapping, Art and Politics

In addition to the learning outcomes above, students exiting the programme with the **Postgraduate Diploma in Global Politics (120 credits)** should be able to:

Knowledge and understanding:

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate an understanding of the range of meanings and application that theories of global politics have amongst non-academic actors (including, social justice activists, NGOs, governments, political parties and supranational bodies).	Decolonising Politics, Counter Mapping Other option modules
A2	Recognise and critically evaluate new forms of politics, especially those emerging from the Global South	Decolonising Politics, Counter Mapping 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.	Decolonising Politics, Counter Mapping Option Modules

Cognitive and thinking skills:

Code	Learning outcome	Taught by the following module(s)
B1	Apply critical reasoning to a diverse set of social and political problems, including those that loom especially large in the Global South.	Decolonising Politics Option modules
B2	Develop the analytical skills for identifying and analysing problems arising in connection with politics in the Global South.	Decolonising Politics, Counter Mapping Option modules
B3	Display practical understanding of how social and political theory needs to be modified when applied to problems of Global Politics	Decolonising Politics, Counter Mapping

Subject specific skills and professional behaviours and attitudes:

Code	Learning outcome	Taught by the following module(s)
C1	Display an advanced knowledge of how social and political theory needs to be modified when applied to problems of the Global Politics.	Decolonising Politics, Counter Mapping Option modules
C2	Be able to convert academic knowledge into professional, practical application for intercultural industries (museums, NGOs, development agencies).	Decolonising Politics, Counter Mapping

Transferable skills:

Code	Learning outcome	Taught by the following module(s)
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).	Decolonising Politics, Art and Politics, Counter Mapping Practical Modules
D2	Develop analytical skills and empirical knowledge that can be utilised in a wide range of academic and non-academic settings.	Decolonising Politics, Counter Mapping Option Modules
D3	Professionally present academic arguments to a variety of professional audiences	Decolonising Politics, Counter Mapping Option modules

In addition to the learning outcomes above, students who successfully complete the *MA in Global Politics: Art and Activism* (180 credits) should be able to:

Knowledge and understanding:

Code	Learning outcome	Taught by the following module(s)
A1	Recognise and accurately account for ethical issues relating to the design of research projects.	Dissertation
A2	Demonstrate a sophisticated grasp of relevant literature, including the debates and disputes contained therein, in the implementation of a sustained research project.	Dissertation

Cognitive and thinking skills:

Code	Learning outcome	Taught by the following module(s)
B1	Evaluate and assess the suitability of a range of research methods and approaches in relation to a concrete research question related to your programme of study.	Dissertation

Subject specific skills and professional behaviours and attitudes:

Code	Learning outcome	Taught by the following module(s)
C1	Develop a critical and sustained research-based argument, and communicate this effectively to a research community	Dissertation

Transferable skills:

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate independence, flexibility and responsiveness appropriate to the management and conduct of research projects in a complex and changing environment.	Dissertation

**Grading Criteria/General Marking criteria:
Grading Criteria**

The following criteria are employed in modules with written assignments and presentations:

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	Represents the overall achievement of the learning outcomes and the skills below to an exceptional level: <ul style="list-style-type: none"> • 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
70-79%	Distinction	Represents the overall achievement of the learning outcomes and the skills below to an excellent level: <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Overall structure of the argument is clear and coherent

		<ul style="list-style-type: none"> • 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	<p>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. The work will not contain any serious omissions or irrelevancies.</p> <ul style="list-style-type: none"> • 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
30-39%	Fail	<p>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.</p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • 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	<p>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:</p> <ul style="list-style-type: none"> • 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 • Little accessing of relevant sources • Unclear expression which distorts argument • Many mistakes in spelling, grammar and punctuation • Little accuracy in referencing and bibliography
0-9%	Very Bad Fail	<p>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:</p> <ul style="list-style-type: none"> • 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

The following marking criteria are employed in modules with practical or creative assessment tasks:

Mark	Descriptor	Specific Marking Criteria
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80-100%	Distinction (Outstanding/ Exceptional)	<ul style="list-style-type: none"> • The student has contributed exceptionally accomplished work and demonstrated an outstanding grasp of the knowledge, understanding and skills described in the learning outcomes. They have applied this to help produce highly ambitious and original practice-based work of exceptional quality for Masters level. • Concepts and theories from the programme have been highly imaginatively used to generate and then build work of exceptional depth, working within and yet transcending the limitations imposed on the project by site, form, theory, genre, text, finance, institutional partner, or any number of combinations of these (as relevant to the particular project and year), • The methods and processes used to produce the work show an extremely high level of exploration and imaginative and meaningful connections backed up with highly thorough and appropriate research. • Risk, playfulness and adventure are very much in evidence in the process and production of the work and to finding exceptionally original and meaningful outcomes for this. • The work has been communicated presented and distributed in an impressively engaging way in the world to extensive audiences/publics.
70-79%	Distinction	<ul style="list-style-type: none"> • The student has contributed highly accomplished work and demonstrated an excellent grasp of the knowledge, understanding and skills described in the learning outcomes. They have applied this to help produce very ambitious and original practice-based work of excellent quality for Masters level. • Concepts and theories have been imaginatively used to generate and then build work of depth, through working with and occasionally transcending the limitations imposed on the project by site, form, theory, genre, text, finance institutional partner, or any number of combinations of these (as relevant to the particular project and year). • The methods and processes used to produce the work show a very high level of exploration and imaginative and meaningful connections backed up with thorough and appropriate research. • Risk playfulness and adventure are evident in the process and production of the work and in finding original and meaningful outcomes. The work has been communicated and presented in an

		<p>extremely engaging way in the world to a variety of audiences/publics.</p>
60-69%	Merit	<ul style="list-style-type: none"> • A good piece of work which shows that the student has a good grasp of the knowledge, understanding and skills specified in the learning outcomes. They have explored and applied these to produce work of some ambition and originality. • Concepts and theories have been used in the process, production and distribution of the work within the limitations imposed on the project by notions of site or context such as form, theory, genre, text, finance, institutional partner, or any number of combinations of these (as relevant to the particular project and year), but have done little to transcend or work imaginatively with them. • The methods and processes used to produce the work show that the student has explored and entertained different possibilities throughout the project and developed the project with some playfulness, risk, adventure or imagination. • A good amount of effort to engage with notions of site or context through finding an appropriate form in the world for the work, one in which sets it up for an encounter with audiences/publics. This was achieved or successfully achieved but for limited audiences/publics.
50-59%	Pass	<ul style="list-style-type: none"> • A competent piece of work that shows that the student has a fair grasp of the knowledge, understanding and skills described in the Modules' learning outcomes and has made a reasonable attempt to explore and apply them in the process and production and distribution of the work. • Although concepts and theories have been used to produce the work there is an awkwardness in the way they are brought through as material and have done little to successfully engage with the limitations imposed on the project by place, form, theory, genre, text, finance, institutional partner, or any number of combinations of these (as relevant to the particular project and year).

		<ul style="list-style-type: none"> • The methods and processes used to develop and distribute the work are competent but lack playfulness, risk or adventure. • Little effort has been made or demonstrated to show the work engages with audiences/publics in the world or has only managed to engage these in the form of those already familiar with the work. In other words, fellow students on the module.
30-39%	Fail	<ul style="list-style-type: none"> • The work may not be without merit but is not of Masters level. The knowledge, understanding and skills described in the Modules' learning outcomes for the most part have not been attained. • The work is deficient in the way theories and concepts have been used, transformed re-imagined and, or distributed in practice and it evidences minimal development. It has failed to with notions of site or context or in other words with the limitations that come with this, through an engagement with place, form, theory, genre, text, finance, institutional partner, or any number of combinations of these (as relevant to the particular project and year). • The work has been poorly executed and shows little in the way of process, ideas and imagination. The work failed to find an appropriate place or context 'in the world' which it inhabits, is shaped by, and provides for an encounter with audiences/publics.
10-29%	Bad Fail	<ul style="list-style-type: none"> • The work is not of Masters level. The knowledge, understanding and skills described in the Modules' learning outcomes have not have been attained. • The student's level of engagement with materials, processes and distribution, in relation to notions of site and context (and the 'limitations' and 'potential' this brings to the work does) not demonstrate a level of expertise commensurate with that necessary for the coherent articulation of the idea/concept. • The work seriously failed to find an appropriate place or context 'in the world' which it inhabits, is shaped by, and provides for an encounter with audiences/publics.
0-9%	Very Bad Fail	<ul style="list-style-type: none"> • The work is too insubstantial to be considered a bad fail.

Mode of study

The *MA in Global Politics: Art & Activism* offers a variety of teaching and learning methods. Our goal is to combine academic rigour with practical and transferable skills. This programme balances classroom learning with real-world application through participation in career placements, conferences, peer discussions, organization of academic and cultural events, experimental projects, publishing work and field trips. Students gain a well-rounded understanding of the subject by utilising multiple pedagogical approaches and 'real life' and professional experiences.

Seminars. At the post-graduate level, the department tends to favour using small-group seminars to teach and involve students in the learning process. All modules provide students with the chance to engage in discussions that help them understand and apply the concepts they've learned through readings and presentations. Seminars incorporate various teaching and learning methods such as lectures, student presentations, small-group work, practical exercises and debates.

Practical and Experiential Learning. Real-world problems require real-world skills. The *MA in Global Politics: Art and Activism* embeds this ethos into the programme through practical or experience-based modules offered each year.

Original Research. The compulsory *Dissertation* module – run in the Spring and Summer terms – is your chance to embark on an independent research project of your own design. In preparing for the dissertation, students will receive intensive one-to-one tutoring / supervision over a prolonged period, which allows them to devise an original research project. 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 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, introducing 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 a sustainable research project, how to define a research topic, writing to complete, etc. The 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 (essay structures, writings styles, bibliographies, avoiding plagiarism). Each year the Department also hosts an MA Dissertation conference designed to let students showcase their research ideas at the same time as providing them with invaluable peer feedback.

Independent Study. Students can acquire a second set of subject-specific and transferable skills learning outcomes by fully participating in structured learning activities and completing

both examined and non-examined work that requires a significant amount of independent study. Throughout the programme, tutors will provide feedback to students in seminars based on their reviewed work. Office hours are widely available throughout the academic year. Students are encouraged to visit lecturers outside of class time to discuss ideas from the module and to plan essays. Pastoral care is a central priority for the *Department of Politics and International Relations*, and Goldsmiths as a whole, with all students assigned a personal tutor to assist with academic support.

Field trips. As a student, you have the option to participate in relevant field trips and off-site events organised by staff within the Department. The purpose of these activities is to provide you with valuable intellectual and professional experiences. Trips are organized on the networks and research connections of our staff members in the UK and other countries.

Conferences and Visiting Speaker Series. Through the Department's research centres and units – the *Centre for Postcolonial Studies*, the *Political Economy Research Centre* (PERC) and the *Research Unit in Contemporary Political Theory* – students are encouraged to attend events and to engage in the intellectual and networking life of the Department.

Cultural and publishing work. As part of the *MA in Global Politics* programme, students will have opportunities to participate in artistic and publishing projects at the *Centre for Postcolonial Studies*. They may lead, for example, the organisation and promotion of the annual documentary film festival, *Films from the Underside: a festival of political documentary*, or collaborate with the editors of the digital journal *Postcolonial Politics* (postcolonialpolitics.org).

Full time mode

Module Name	Module Code	Credits	Level	Module Type	Term
Compulsory Modules					
Art & Politics: Theory History Event	PO71016C	30	7	Compulsory	1
Decolonising Politics: Actions and Ideas from the Global South	PO71051A	30	7	Compulsory	1
Counter Mapping: the Politics of Space	PO71047B	30	7	Compulsory	2
Dissertation	P071020B	60	7	Compulsory	2&3
Option Modules					
30 credits a list supplied by the School, such as:	PO71069A Political Research, Practice, Enterprise (30) PO71063B Art War Terror (30) PO71050A Development for the 21st Century (30) PO71044C Re-Thinking the International (30)	30	7	Optional	1&2

Part time mode

The programme is available as part-time with 90 credits to be taken each year. The dissertation (60 credits) must be taken in the second year.

The minimum requirement to be considered for the interim exit award of PG Certificate is 60cr . The minimum requirement for the exit award of PG Diploma is equivalent of completing the second year of part-time study, minus the Dissertation component is 120cr of modules .

Academic support

Additional academic support is carried out through the department's personal and senior tutoring system. In summary, personal tutoring in the department aims to enable students to achieve successful learning outcomes by supporting their academic progression and helping them navigate their individual learning journey from induction to graduation. All students are assigned a personal tutor during their period of study at Goldsmiths. Personal tutors will be expected to meet students at least once a term to discuss academic progression. They will be able to advise them on academic progression and on other matters, including personal development, employability and career planning.

Personal tutors are supported in their roles by a system of Senior Tutors. Amongst other things, Senior Tutors are responsible for considering and implementing any student and staff Personal Tutor change requests.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths 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 [Disability](#) and [Wellbeing](#) Services maintain caseloads 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 [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Employability and potential career opportunities

The *MA Global Politics: Art & Activism* programme is ideal for individuals who are interested in pursuing careers in areas such as diplomatic service or international organizations that require an understanding of world politics. It also provides valuable theoretical background and analytical skills for those working in activism, politics, international development, investigative journalism, charities and NGOs, multinational corporations, and various government sectors. The *MA Global Politics: Art & Activism* is also an excellent foundation for pursuing further studies at PhD level.

Programme-specific requirements

Not applicable

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/feesupport/>

Specific programme costs

Not applicable