

MA in Cultural Policy, Relations and Diplomacy

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Final Award: MA in Cultural Policy, Relations and Diplomacy

Programme Name: MA in Cultural Policy, Relations and Diplomacy

Total credit value for programme: 180

Name of Interim Exit Award(s):

Postgraduate Certificate in Cultural Policy, Relations and Diplomacy

Postgraduate Diploma in Cultural Policy, Relations and Diplomacy

Duration of Programme: One year full-time, two years part-time

UCAS Code(s): Not applicable

HECoS Code(s): (100811) Creative Management

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved:

Home Department: Institute for Creative and Cultural Entrepreneurship

Department(s) which will also be involved in teaching part of the programme: [The programme includes optional modules from across College, the list of modules, and therefore of departments, needs to be revisited after the CCR process is concluded.]

Programme overview

The MA in Cultural Policy, Relations and Diplomacy is a trans-disciplinary programme that addresses the theory and practice of cultural policy, cultural relations, cultural engagement, and cultural and public diplomacy. In the context of contemporary challenges, the programme's pedagogical approach enables students to develop and co-create knowledge and acquire skills to navigate complexity, emphasising individual contextual agency and championing entrepreneurship and leadership as drivers for thought and action.

Many governments, cultural communities and civil societies, the non-profit and the private sectors, and diplomatic communities around the world believe in the employment of arts and culture as a tool to foster mutual understanding, reciprocally beneficial cultural relations,

diplomacy and engagement, and as important contributors to tackling global challenges. However, culture can also be a source and arena for conflict. These complex matters are covered by a broad area of studies where the terminology applied is fluid and expanding, and the programme provides opportunity for students to contribute to this debate. Having culture and individual/collective agency as underlying threads, the programme explores areas such as arts/heritage policy, international cultural relations, global cultural governance, public diplomacy, cultural diplomacy, political communications and country branding. This provides a unique perspective, examining diverse topics such as meta-narratives, policy processes, advocacy, administration and leadership, impact and evaluation, theories of change, value of culture, culture and security, cultural identity, globalization and mobilities, intercultural dialogue, mutuality, propaganda, soft power, hegemony, influence and perceptions.

In our fast-changing world conflicting forces and pressing challenges require urgent creative solutions, making change a clear strategic imperative. Successful change is thus one of the biggest problems faced by individuals, communities, organisations, and whole systems. Effective leadership, informed by evidence, is essential in this process of envisioning, advocating and enabling transformational and sustainable change globally. We want our graduates to be change-capable agents and leaders operating in international cultural relations. Therefore, elevating critical awareness and developing entrepreneurship, leadership and evaluation/forecasting tools is crucial to enable strategic guidance, partnerships and activities that operationalize culture's contribution to making the world a better place for all.

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 international cultural relations. ICCE's individual and institutional links with an extensive network of organisations, policy advisors and cultural practitioners in those areas in London, Europe, and globally, allow the offering of exceptional research and study resources to students.

Programme entry requirements

The programme welcomes and thrives on a diversity of students. ICCE's students come from a variety of international and academic/professional backgrounds, which is also mirrored by the diversity of our staff. This makes for a very rich learning environment, where students' personal experiences and perspectives are valued and their sharing encouraged.

Applicants 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 areas of cultural policy, relations and diplomacy will be considered in place of an undergraduate qualification on a case-by-case

basis. Prospective students are encouraged to discuss their specific situation with the programme director.

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

In certain cases, an interview may be deemed necessary as part of the entry process to clarify the match between the applicant's expectations and the programme offer. Interviews will be arranged in person or online.

Programme learning outcomes

The main aim of the programme is to offer students the opportunity to study and research cultural policy, cultural relations and cultural diplomacy. This involves critically reflecting on this trans-disciplinary area of studies and having the opportunity to build on their own experiences and knowledge by reading, discussing, researching and developing course work on particular areas. Further emphasis is placed on exploring these areas through a critical lenses that highlights individual contextual agency, entrepreneurship and leadership for change.

By completing the programme of studies, you will develop knowledge, critical understanding and skills to reflect and intervene in this trans-disciplinary area, through the opportunity to build on your own experiences and knowledge by reading, discussing, researching, and developing course work for the different modules part of the programme of studies.

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

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

Students who successfully complete the **Postgraduate Certificate in Cultural Policy, Relations and Diplomacy** (60 CATS, at least 30 of which must be from compulsory modules) will have demonstrated a developing competence in the areas below.

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

Knowledge and understanding

| Code | Learning outcome | Taught by the following module(s) |
|-------------|--|---|
| A1 | Demonstrate a comprehensive knowledge and critical awareness of a range of theories, concepts, practices, policies, structures and systems in the cultural policy and international cultural relations areas involving a multiplicity of stakeholders (individuals, charities / non-profits, NGOs, foundations, corporations, governments, international and supranational organisations). | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |
| A2 | Comprehend and critically evaluate the diverse and changing relationships between culture/arts, politics and international relations. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |
| A3 | Critically discuss entrepreneurship and leadership in the context of international cultural relations. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |
| A4 | Build on their existing experience and/or interests to develop knowledge within cultural policy and international cultural relations. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |

Cognitive and thinking skills

| Code | Learning outcome | Taught by the following module(s) |
|-------------|---|---|
| B1 | Analyse and evaluate the role of the actors and their practices, as well as the structures and systems framing cultural policy and international cultural relations. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |
| B2 | Discern how to apply a range of trans-disciplinary concepts and theories to the critical understanding of policies, practices, structures and systems in the areas of cultural policy, cultural relations and cultural diplomacy. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |
| B3 | Identify, summarise and critically discuss contemporary issues in the trans-disciplinary area object of the programme. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |
| B4 | Build on their existing experience and/or interest to further develop analytical, critical and conceptual skills within cultural policy and international cultural relations. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |

Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome | Taught by the following module(s) |
|-------------|---|---|
| C1 | Critically analyse and evaluate public policies in the areas of culture and international cultural relations at micro and macro levels. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |
| C2 | Devise, develop, conduct and deliver research relevant to cultural policy and international cultural relations. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |
| C3 | Demonstrate the origins of their thinking in cultural policy and international cultural relations by adequately referencing | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; |

| Code | Learning outcome | Taught by the following module(s) |
|------|---|---|
| | sources that have been evaluated for credibility, objectivity, accuracy and trustworthiness. | International Cultural Relations in Practice; Dissertation. |
| C4 | Communicate effectively and succinctly through oral presentation and express themselves in writing for academic and other audiences, employing, when necessary, the appropriate ICT tools and skills. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |

Transferable skills (Elements)

| Code | Learning outcome | Taught by the following module(s) |
|------|--|---|
| D1 | Share and exchange expertise and skills with other students and the tutors on the course employing effective written and oral communication skills. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |
| D2 | Demonstrate they are an independent and creative learner able to exercise initiative and personal responsibility for their own learning and planning processes. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |
| D3 | Design, conduct and deliver research independently and methodically to find an answer that is critical, accurate and authoritative, clearly communicating their assumptions and methodologies. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice; Dissertation. |
| D4 | Work effectively as part of a team. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice. |
| D5 | Take an entrepreneurial and creative approach to problem solving. | Leadership of Arts, Heritage and Culture; Understanding Cultural Relations and Diplomacy; International Cultural Relations in Practice. |

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

Knowledge and understanding

| Code | Learning outcome | Taught by the following module(s) |
|-------------|--|---|
| A1 | As above shown in Postgraduate Certificate and Postgraduate Diploma | As above shown in Postgraduate Certificate and Postgraduate Diploma |
| A2 | Demonstrate a complex and comprehensive knowledge and critical awareness of a range of theories, concepts, practices, policies, structures and systems in the cultural policy and international cultural relations areas involving a multiplicity of stakeholders (individuals, charities / non-profits, NGOs, foundations, corporations, governments, international and supranational organisations). | Dissertation |
| A3 | Demonstrate an understanding of how to conduct a critical review of existing literature / knowledge and undertake an original analysis of appropriately selected sources in the fields of cultural policy and international cultural relations. | Dissertation |
| A4 | Make a contribution to original knowledge in the area of cultural policy and international cultural relations. | Dissertation |

Cognitive and thinking skills

| Code | Learning outcome | Taught by the following module(s) |
|------|---|---|
| B1 | As above shown in Postgraduate Certificate and Postgraduate Diploma | As above shown in Postgraduate Certificate and Postgraduate Diploma |
| B2 | Devise, develop, conduct and write-up a significant and sizeable independent piece of research relevant to cultural policy and international cultural relations, using a reflective and critical approach and communicating clearly their assumptions, methodologies and sources. | Dissertation |
| B3 | Ability to utilise conceptual and contextual knowledge to develop an in depth critical and coherent analysis of issues pertaining to culture and international cultural relations. | Dissertation |
| B4 | Enhanced motivation and capacity for self-directed learning, under supervision, demonstrating competence for critical analysis and persuasive argument. | Dissertation |

Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome | Taught by the following module(s) |
|------|--|---|
| C1 | As above shown in Postgraduate Certificate and Postgraduate Diploma | As above shown in Postgraduate Certificate and Postgraduate Diploma |
| C2 | Understand how to recognise and integrate ethical considerations relating to research and the wider context of culture and international relations, and to reflect on the student's positionality in relation to the subject and subjects of their research. | Dissertation |

Transferable skills (Elements)

| Code | Learning outcome | Taught by the following module(s) |
|------|---|---|
| D1 | As above shown in Postgraduate Certificate and Postgraduate Diploma | As above shown in Postgraduate Certificate and Postgraduate Diploma |
| D2 | Demonstrate the ability to design and conduct a significant piece of original research. | Dissertation |

Mode of study

Programme structure

This MA is a 180-credit programme consisting of three compulsory modules of 30 credits each, an optional module (one 30-credits or two 15-credit) and a 60-credit dissertation. The three compulsory modules of the programme are:

- Leadership of Arts, Heritage and Culture
- Understanding Cultural Relations and Cultural Diplomacy;
- International Cultural Relations in Practice.

These are complemented by an optional module, which the student can choose from a pool of modules on offer across College. Availability of modules varies yearly, therefore only an indicative list of options follows:

Full-time mode

Full-time students take the programme over one calendar year. Formal teaching takes place in the autumn term (eleven weeks), spring term (eleven weeks) and summer term (8 weeks). The summer term is also designed for intensive dissertation preparation, which is heavily reliant on independent research and study.

| Module Name | Module Code | Credits | Level | Module Type | Term |
|--|-------------|------------|-------|-------------|-----------|
| Leadership of Arts, Heritage and Culture | | 30 | 7 | Compulsory | 1 |
| Understanding Cultural Relations and Diplomacy | | 30 | 7 | Compulsory | 1 |
| International Cultural Relations in Practice | | 30 | 7 | Compulsory | 2 |
| Dissertation & Connected Curriculum | | 60 | 7 | Compulsory | 1, 2 & 3 |
| Optional Module | Various | 30 or 2x15 | 7 | Optional | 1, 2 or 3 |

Part-time mode

Part-time students take the programme over two calendar years. In order to complete their first year, part-time students need to successfully complete compulsory modules with a total of 60 credits. Students will take the remaining module credits in the second year, and complete their Dissertation at the end of that academic year. At the start of their studies,

part-time students must discuss and agree with their programme convenor how they plan to divide the credits over the two-years as there is scope for some elements to be undertaken at different times.

Academic year of study 1

| Module Name | Module Code | Credits | Level | Module Type | Term |
|--|-------------|---------|-------|-------------|----------|
| Understanding Cultural Relations and Diplomacy | | 30 | 7 | Compulsory | 1 |
| International Cultural Relations in Practice | | 30 | 7 | Compulsory | 2 |
| Dissertation & Connected Curriculum* | | 60 | 7 | Compulsory | 1, 2 & 3 |
| * Students agree with their programme convenor and/or tutor when elements of this module will be undertaken depending on availability and interests. | | | | | |

Academic year of study 2

| Module Name | Module Code | Credits | Level | Module Type | Term |
|--|-------------|------------|-------|-------------|-----------|
| Leadership of Arts, Heritage and Culture | | 30 | 7 | Compulsory | 1 |
| Optional Module* | Various | 30 or 2x15 | 7 | Optional | 1, 2 or 3 |
| Dissertation & Connected Curriculum* | | 60 | 7 | Compulsory | 1, 2 & 3 |
| * Students agree with their programme convenor and/or tutor when to take the module or elements of a module depending on availability and interests. | | | | | |

Academic support

Support for learning and wellbeing is provided in a 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.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn 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 provides an

opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

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

Placement opportunities

The programme allows and encourages students to engage in voluntary/optional work placements (either sourced by themselves or facilitated by the programme/module convenor) and/or their own work experiences as a basis to develop their work for particular modules.

Voluntary/optional placements are specifically noted as one of the ways in which students can gather information/insights to support their assignment of choice for the Spring module *International Cultural Relations in Practice*.

Students are encouraged to develop an entrepreneurial approach to seeking these opportunities, but are able to build on ICCE's extensive experience of placement management and network of contacts.

Employability and potential career opportunities

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 careers, including: cultural attaché, cultural/public diplomacy programme coordinator, research and development officer, cultural communications officer, cultural co-operation project manager, operational and strategic cultural/arts manager, cultural engagement entrepreneur, cultural consultant.

The MA CPRD offers a unique blend of cultural policy, cultural relations and cultural diplomacy and, both the programme, its staff, and the department, are well respected by colleagues internationally and recognised by students and employers. This is demonstrated through students and external examiner feedback, as well as by the continued successful links of the programme with external individual and organisational partners that result in diverse engagements in terms of learning opportunities (e.g. work experiences at EUNIC London Cluster, academies with ENCATC, guest lectures by British Council staff, access to events by ICCRA, study visits to the Danish Embassy, Asia House, Romanian Cultural Institute, Czech Cultural Centre), but also by having alumni working for reputable organisations, such as: EU, UNESCO, EUNIC Global, British Council, Austrian Cultural Forum Arts Council England, Greater London Authority, US State Department, Korea Creative Content Agency, Korean Ministry of Foreign Affairs, BOP Consulting, AEA Consulting, SAGE Publishing, Brussels International, etc. Do look for our alumni on LinkedIn or visit the department's alumni page on the Goldsmiths website.

The programme's graduates are well prepared to work at policy and practice level for international and supranational organisations (such as those of the United Nations family and the European Union), transnational networks, government departments working at central, regional, and local level that develop or are concerned with (international and transnational) cultural relations and engagement; NGOs, charities and foundations; cultural/ arts organisations; for work in consultancy; or they may be art practitioners and cultural professionals who wish to develop their awareness about fundamental issues that frame their actions/leadership in the international cultural relations sphere. Those interested in developing entrepreneurial/leadership activities in the area of in cultural/arts/heritage policy, cultural and public diplomacy, and cultural engagement will find valuable being in a department offering education in entrepreneurship modelling and where social entrepreneurship is also a focus.

Designed to integrate the Dissertation & Common Curriculum module, a series of internal and external events involving academics and practitioners is made available and/or advertised to students to broaden their understanding of the intersecting areas of culture and international cultural relations, providing real-life illustrations of the issues, challenges and opportunities presented to those researching and working these areas. Resources to develop these events (talks, workshops, study visits) are drawn from the extensive departmental list of organisational, network and individual contacts and partnerships.

Programme-specific requirements

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 a 10% rule applies for students to go over/below.

Tuition fee costs

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

Specific programme costs

Not applicable.