

MA Postcolonial Culture and Global Policy

Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Final Award: MA

Programme Name: MA Postcolonial Culture and Global Policy

Total credit value for programme: 180

Name of Interim Exit Award(s):

Postgraduate Certificate in Postcolonial Culture and Global Policy

Postgraduate Diploma in Postcolonial Culture and Global Policy

Duration of Programme: 1 year full time or 2 years part time

UCAS Code(s): Not applicable

HECoS Code(s): (101233) Cultural Studies

QAA Benchmark Group: not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: July 2023

Home Department: Media, Communications and Cultural Studies

Department(s) which will also be involved in teaching part of the programme:

Not applicable

Programme overview

The MA 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 compulsory modules and options from a number of departments. The programme is embedded in the Department's ethos of diversity and interdisciplinarity. This is reflected in the combination of theory and practice which allows us to challenge norms and engage with real-world issues. With compulsory modules on Postcolonial Theory and Globalisation: Politics, Policy, Critique, together with a Policy Lab and Placement with a policy/activist-related organisation, 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.

The programme is theory-driven, but grounded in practice. Students can choose up to 30 credits of practice option modules. Integral to the programme is an assessed practical placement. Students are also given opportunities to apply theory to actual empirical problems through their dissertation project and additional assignments and presentations.

Programme entry requirements

Applicants should have (or expect to be awarded) an undergraduate degree of at least upper second class standard (2.1) in a humanities or social sciences subject. However, consideration may also be given to students without an academic background in a relevant subject area if they have several years of professional experience in this area or are able to demonstrate their ability and commitment to the pursuit of a programme of rigorous academic study. Non-native speakers of English will need to meet the English language requirements for this programme: IELTS 6.5 (with a minimum of 6.5 in the written test). If you need assistance with English language skills, the University offers a range of courses that can help prepare you for postgraduate-level study.

Programme learning outcomes

A Postgraduate Certificate in Postcolonial Culture and Global Policy will be awarded to students who achieve 60 CATS by passing both compulsory modules, Postcolonial Theory and Globalisation: Politics, Policy, Critique. Students awarded the Postgraduate Certificate will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Systematically understand key aspects of the history and development of postcolonial theory and postcolonial approaches to debates in culture and cultural representation.	Postcolonial Theory Globalisation: Politics, Policy, Critique
A2	Critically reflect on theoretical perspectives of the politics of race, class, environment and gender and the issues of imperialism and colonialism.	Postcolonial Theory Globalisation: Politics, Policy and Critique
A3	Critique perspectives on relations between the “North” and the “South” and relate theoretical perspectives to cultural forms in creative arts, activist, anti-imperialist and anti-colonial political movements.	Postcolonial Theory Globalisation: Politics, Policy and Critique

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Comprehensively demonstrate the capacity for critical analysis of a range of cultural forms.	Postcolonial Theory Globalisation: Politics, Policy and Critique
B2	Interpret and critically engage with postcolonial and cultural theory across different fields and from several theoretical registers.	Postcolonial Theory Globalisation: Politics, Policy and Critique

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Connect a critical and coherent understanding of a specific globalisation-related issue to relevant discussions taking place in the broader humanities or social sciences.	Globalisation: Politics, Policy and Critique
C2	Analyse the changing contexts of Postcolonial Studies, taking account of the interactions between local and global factors;	Postcolonial Theory Globalisation: Politics, Policy and Critique

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Deploy original and convincing use of secondary data (library- based, fieldwork-based or statistical data) to develop a theoretical argument.	Postcolonial Theory Globalisation: Politics, Policy and Critique
D2	Comprehensively demonstrate 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 Globalisation: Politics, Policy and Critique

A Postgraduate Diploma in Postcolonial Culture and Global Policy will be awarded to students who achieve 120 CATS by passing both compulsory modules, Postcolonial Theory

and Globalisation as well as the Policy Lab & Placement and 30 CATS of options. Students awarded the Postgraduate Diploma will also be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Present advanced and systematic knowledge of recent and relevant literature in the field of media, communications and cultural studies and demonstrate a critical awareness of current theoretical problems.	Option modules
A2	Consolidate and deepen their understanding of related subject areas in which they have an interest through the choice of options offered on the programme.	Option modules
A3	Develop knowledge of research methodologies such as auto-ethnography, action research, co-research and workers' enquiries.	Policy Lab

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Systematically and creatively engage in debates and develop reflective commentary taking into account a range of views and perspectives from media, communications and cultural studies.	Option modules
B2	Synthesise complex datasets derived from first-hand study and informed by theoretical approaches to create coherent and compelling analytical accounts of policy debates and activist environments.	Policy Lab

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Critically analyse and evaluate a range of theoretical perspectives used in adjacent disciplines such as Media Studies, Sociology, Anthropology, Politics and English Literature.	Option modules
C2	Demonstrate that they can produce significant pieces of written work of a high academic standard (i.e. adequately researched, planned and structured, clearly written, well- presented and following academic conventions).	Option modules
C3	Initiate contact with relevant organisations and place their experience in a wider context informed by postcolonial theory, policy debates, activism and advocacy.	Policy Lab

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate a range of advanced communication and discussion skills in written and oral contexts that deepen your knowledge of cultural theory.	Option modules
D2	Develop the ability to work in an interdisciplinary context and to transfer information and collaborative materials from one kind of work to another	Policy Lab
D3	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;	Policy Lab

In addition to the Learning Outcomes for the Postgraduate Certificate and Postgraduate Diploma, students who successfully complete MA Postcolonial Culture and Global Policy will also be able to:

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a systematic and advanced understanding of relevant theoretical concepts and methodologies, identifying strengths, weaknesses and gaps in the field of postcolonial theory.	Final Dissertation
A2	Appreciate a range of methodological issues surrounding the production of innovative research related to postcolonial theory.	Final Dissertation
A3	Advance their critical understanding of one particular issue in contemporary culture in relation to postcolonial and globalization debates.	Final Dissertation
A4	Systematically understand the ethical dimensions of combining research and practice in academic work and in the field.	Final Dissertation

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Identify and apply appropriate theoretical concepts and methodologies in response to existing empirical or theoretical problems and/or suggest lines of enquiry relevant to those contexts.	Final Dissertation

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Design and undertake a specialist research project, organise the findings, and present them in the form of a single-authored, original piece of academic writing.	Final Dissertation
C2	Act autonomously in the execution of a piece of research and take responsibility for both ethical and practical decisions, and for presenting the findings in a clear and coherent form.	Final Dissertation
C3	Debate salient academic, ethical and technical issues relevant to research methods, and draw on this awareness in designing an effective research project.	Final Dissertation

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Show independence and creativity in self-learning, exercise initiative and taking personal responsibility for work.	Final Dissertation

Grading Criteria

How you will be assessed

Supervision and assessment are geared towards ensuring that on completing the programme, students are capable of analysing 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; that they are familiar with postcolonial, feminist, critical indigenous and Marxist engagements, for instance; and that they are able to apply these approaches where appropriate.

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

Essays of 5,000–6,000 words. The assessed essays for Postcolonial Theory and for Globalisation: Politics, Policy, Critique 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. This comprises a more experimental form than a traditional essay, 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 10,000–12,000 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.

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.

Mode of study

On campus.

Programme structure

The programme is offered full-time over one calendar year (September to September), and part-time over two calendar years (September to September).

Full-time mode

- The Postcolonial Theory compulsory module takes place in the autumn term.
- The Globalisation: Politics, Policy and Critique compulsory module takes place in the spring term.
- The Policy Lab and Placement compulsory module takes place across the autumn and spring terms. The placement is carried during the spring term and spring break.
- The compulsory dissertation is written in the summer, with supervision beginning in the spring term.
- The optional module(s) (1 x 30 CATS or 2 x 15 CATS) may be taken in autumn or spring terms, depending on when the chosen modules are offered and on each individual student's workload and timetable.
- Full-time students will normally be required to have passed all written assessments before proceeding to their dissertation.

Academic year of study (FT)

Module Name	Module Code	Credits	Level	Module Type	Term
Postcolonial Theory	MC71215A	30	7	Compulsory	1
Globalisation: Politics, Policy, Critique	MC71216A	30	7	Compulsory	2
Policy Lab and Placement	MC71217A	30	7	Compulsory	1–2
Option Module(s)	Various	30	7	Compulsory option	1/2
Dissertation	MC71218A	60	7	Compulsory	2–3

Part-time mode

- Policy Lab and Placement may be taken in either the first or second year. Where full-time students carry out the placement during spring term and spring break, part-time students may commence the placement earlier (i.e., in autumn term) and schedule placement hours according to work commitments
- The dissertation is written in the summer of the second year.
- Part-time students will normally be required to have completed compulsory modules totalling a minimum of 60 CATS (not including the dissertation) before proceeding to the second year. It is recommended (but not obligatory) that these 60 CATS comprise Postcolonial Theory; and Globalisation: Politics, Policy, Critique.
- Second year part-time students will normally be required to have passed all written assessments before proceeding to their dissertation.

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Either: Postcolonial Theory	MC71215A	30	7	Compulsory	1
And/or: Policy Lab and Placement (if taken in Year 1)	MC71217A	30	7	Compulsory	1–2
And/or: Globalisation: Politics, Policy, Critique	MC71216A	30	7	Compulsory	2
And/or: Option Module(s)	Various	30	7	Compulsory option	1/2

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Either: Postcolonial Theory	MC71215A	30	7	Compulsory	1
And/or: Globalisation: Politics, Policy, Critique	MC71216A	30	7	Compulsory	2
And/or: Policy Lab and Placement	MC71217A	30	7	Compulsory	1–2
And/or: Option Module(s)	Various	30	7	Compulsory option	1/2
Dissertation	MC71218A	60	7	Compulsory	2–3

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

Integral to the MA Postcolonial Culture and Global Policy is an assessed research placement or project that each student carries out independently, under the supervision of the Policy Lab convenor. The Policy Lab module provides the framework for preparation for the placement/research project. The placement is assessed via a 5,000-word dossier.

The placement may be with an NGO; arts organisation; grassroots activist group; think-tank; environmental organisation; publisher; financial/microfinancial organisation; education; welfare or public services institution; or related organisation/institution.

Employability and potential career opportunities

The programme has consistently had extremely 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 organisations, media, NGOs, voluntary organisations and political groups, as well as doctoral work.

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](#)).

Programme-specific requirements

No programme-specific requirements.

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

Tuition fee costs

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

Specific programme costs

Not applicable