

# Postgraduate Certificate in Race, Media and Social Justice

## Programme Specification

**Awarding Institution:**

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

**Teaching Institution:** Goldsmiths, University of London

**Final Award:** Postgraduate Certificate in Race, Media and Social Justice

**Programme Name:** Postgraduate Certificate in Race, Media and Social Justice

**Total credit value for programme:** 60

**Name of Interim Exit Award(s):** Not applicable

**Duration of Programme:** Three academic terms (September-June) equivalent to PT study

**UCAS Code(s):** Not applicable

**HECoS Code(s):** (100444) Media and Communication Studies

**QAA Benchmark Group:** Not applicable

**FHEQ Level of Award:** 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:**

Sociology

## Programme overview

Histories and contemporary structures of colonialism, imperialism, and inequality demand urgent understandings of race and racism in relation to social justice. Furthermore, issues of race and racism, particularly in relation to media, culture, and politics, have been brought to global attention by activists, artists, academics, and communities facing and resisting racialized violence. The aim of the programme is to offer a rigorous and academic approach to the subject of race and media and deepen students' understanding of contemporary issues regarding race, racism and ethnicity, in order to form their own interventions that can contribute to social justice and equality.

The programme will provide an in-depth exploration of research and scholarship into race, racism and ethnicity across the overlapping fields of sociology, media, communications and cultural studies, and gender/feminist studies. An interdisciplinary approach is employed to give students the analytical tools and skills to explain and critique why contemporary understandings and representations of race and racism take the shape that they do and how

these can be understood by paying attention to histories, presents, and structures and systems of global politics and culture. The programme is broadly framed in terms of issues of social justice, specifically the social ideals of equality, valuing diversity, and the right to live in dignity, and how this relates to the production and mobilisation of racial and ethnic identities.

The programme consists of two main components. The first is designed to give students a foundation in sociological and critical cultural approaches to race and ethnicity, offering a strong conceptual basis for understanding matters of race and racialisation historically and with regard to contemporary contexts and debates. This includes a critical analysis the social/political theory of the liberal/ multicultural/postcolonial/cosmopolitan settlements of 'race'. The aim is to deepen students' understanding of the formation of ethnic and racial identities, racism and multiculturalism in relation to issues of social justice. The second component situates the study of race and racism more explicitly within the context of the media and culture, the persistence of historical constructions of Otherness, the intersections of race with other forms of power, and the continuations of Empire and coloniality.

The unique intervention of the programme is also in drawing attention to the experience of those working in the cultural industries and in grassroots and activist organisations. This component will be enhanced by be a series of talks from BAME practitioners working in the creative, cultural and communication industries and from individuals and collectives working in race and social justice-focused grassroots organisations, which will give students a practical insight into the experience of race in the media and struggles against racism and racialized violence. The programme is taught jointly by Media, Communications and Cultural Studies and Sociology and 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. The programme is theory-driven, but grounded in practice and social justice.

## **Programme entry requirements**

Applicants should have (or expect to be awarded) an undergraduate degree of at least upper second class standard in a relevant/related subject. However, consideration may also be given to students without an academic background in a relevant subject area if they have 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 our English language requirements to study with us. For this programme we require IELTS 6.5 (with a minimum of 6.5 in the written test).

If you need assistance with your English language, we offer a range of courses that can help prepare you for postgraduate-level study.

## **Programme learning outcomes**

Aims of the programme:

- To demonstrate an informed understanding of the complexities of race social justice activism and research
- To understand the formation of ethnic and racial identities in relation to social justice specifically the social ideals of equality, valuing diversity, and the right to live in dignity
- To understand how modern understandings of race and ethnicity are shaped by history and the legacies of empire and colonialism, as well as contemporary forces of commercialism and global capital
- To develop a systematic understanding of key theoretical approaches to race and ethnicity and media apply them to critically examine current debates on race, ethnicity and racism
- To recognise the media as a key site where understandings of race and ethnicity are simultaneously reinforced and challenged
- To develop the critical and analytical skills to identify, explain and evaluate discourses of race and ethnicity, particularly in the media
- To develop knowledge and/or skills that can be applied in a practical work context

The programme's subject-specific learning outcomes require students to think critically about a range of issues concerning the media, understood in the widest sense, and to be able to justify their views intellectually and theoretically. This in turn helps students to grasp the range of intellectual traditions which organise the current field of media studies. In addition, students will also develop a wide range of transferable skills necessary for employment in a variety of different contexts, described by the Quality Assurance Agency as 'the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations, and the independent learning ability required for continuing professional development. We have asterisked all skills outcomes to indicate that we believe that they are all concerned with the development of transferable skills.

Students who are awarded a Postgraduate Certificate in Race, Media and Social Justice will demonstrate an ability to:

## Knowledge and understanding

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A1	Reveal an understanding of how modern understandings of race are shaped by histories of Empire and colonialism and contemporary forces of capitalism and imperialism	Race, Empire and Nation; Race Critical Theory and Social Justice;
A2	Apply an in-depth understanding of key theoretical approaches to race and racism, particularly in relation to media and culture, in order to critically examine current debates on race and social justice	Race, Empire and Nation; Race Critical Theory and Social Justice;

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Utilise conceptual knowledge and critical reasoning and analysis skills in complex problem solving and the development of independent thought	Race, Empire and Nation; Race Critical Theory and Social Justice
B2	Deploy a range of intellectual skills and linguistic tools to produce academic verbal and written work of an appropriate level	Race, Empire and Nation; Race Critical Theory and Social Justice

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Use a range of methods and sources to construct arguments of your own	Race, Empire and Nation; Race Critical Theory and Social Justice;
C2	Demonstrate a range of skills such as communication (verbal and written), presentation and use of technology, initiative and personal responsibility, decision-making and the independent learning ability required for continuing professional development	Race, Empire and Nation; Race Critical Theory and Social Justice

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Use a range of methods and sources to construct arguments of your own	Race, Empire and Nation; Race Critical Theory and Social Justice
D2	Demonstrate a range of skills such as communication (verbal and written), presentation and use of technology, initiative and personal responsibility, decision-making and the independent learning ability required for continuing professional development	Race, Empire and Nation; Race Critical Theory and Social Justice

## How you will be assessed

From the outset, students are guided to work independently and to think through the intellectual issues for themselves. Through seminars and different sorts of tutorials (with personal tutors and module leaders) student progress is carefully monitored, to make sure that they are progressing towards the achievement of the outcomes. An early, non-assessed diagnostic essay will also be used as an indicator of student progress, and will be used to identify any on-going problems. Different kinds of theoretical input and different kinds of information-retrieval are required for each essay. In consultation with tutors, students will be guided to the most appropriate intellectual approaches, and to the most appropriate archives, libraries or electronic sources. Much of the initial work of trying out ideas takes place in the seminars, where students construct a dialogue between themselves as much as with your tutor. Here students have the opportunity to learn how to present your ideas succinctly, to discriminate between different traditions of critical thought, and also to listen to other, perhaps competing, lines of argument. By and large the optional modules are taught by the familiar mix of lectures, seminars and tutorials, although there are some variations. Some options offer a greater input of workshop organisation.

## Grading 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.

Mark	Descriptor	Specific Marking Criteria
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.
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

Students take the programme over one calendar year. Formal teaching takes place in the autumn term (eleven weeks) and spring term (eleven weeks). The summer term is designed for revision, and assessment.

The programme consists of the following two compulsory modules worth 30 credits each:

- Race, Empire and Nation (autumn term)
- Race Critical Theory and Social Justice (spring term)

Module Title	Module Code	Credits	Level	Module Status	Term
Race Critical Theory and Social Justice	SO71136B	30	7	Compulsory	Spring
Race, Empire and Nation	MC71039D	30	7	Compulsory	Autumn

## 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**

N/A

## **Employability and potential career opportunities**

The Department of Media, Communications and Cultural Studies has a strong record of employment prospects for its graduates. Graduates from postgraduate programmes in the department have won numerous awards for their practice work, and have gone on to a variety of jobs: some in the media industries, some in professional fields less directly related to the media, some in grassroots organisations, and some into further academic research.

The PG Certificate in Race, Media and Social Justice has a strong emphasis on professional development. The programme will teach graduates the ability to recognize and account for sensitive ethical issues relating to research and representation. It teaches important

transferrable skills (such as critical analysis, communication, development of verbal and written work, independent thought etc.) Consequently, these skills will be suited for any career that is related to issues of race, social justice, diversity and equality whether in government and public administration, NGOs/charities/grassroots organisations, media and cultural industries, academia, policy or business. Many industries require communications professionals who have the ability to speak to diverse audiences, which are roles that will be particularly suited to graduates from this degree. With its in-depth analysis of media/cultural production this degree is also perfectly suited for those interested in working in the cultural and creative industries and who want to work with issues around race and ethnicity. It is also well suited to those who want to work in local, national, and international social justice and policy organisations, particularly those tackling issues around racism. The Race, Empire and Nation core module will demonstrate how different kinds of media/ cultural organisations have dealt with issues of race, racism, diversity, colonial legacies and so on. The Race Critical Theory and Social Justice module provides a robust theoretical understanding that can be translated into practice and professional work. Moreover, the talks that are organized are aimed to give practical insights and advice about working in media and grassroots organisations. As such while this is a robust and rigorous academic programme, there is a strong vocational emphasis and students go on to work in different fields. More broadly, students on this degree will develop their skills in critical thinking, teamwork and project design and implementation. These are transferable skills that are desirable across the public, private and third sectors.

## **Programme-specific requirements**

None.

## **Tuition fee costs**

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

## **Specific programme costs**

None.