

Postgraduate Diploma 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

Name of Final Award and Programme Title: Postgraduate Diploma in Race, Media and Social Justice

Name of Interim Exit Award(s):

Postgraduate Certificate in Race, Media and Social Justice

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

UCAS Code(s): Not applicable

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

QAA Benchmark Group:

FHEQ Level of Award: Level 7

Programme accredited by:

Date Programme Specification last updated/approved: May 2021

Home Department: Media, Communications and Cultural Studies

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

Sociology

Programme overview

Following a groundswell of campaigning (e.g. Lenny Henry and Idris Elba on media diversity) and social media activism (#oscarssowwhite, #blacklivesmatter) issues of race and racism, particularly in relation to representation and the media have been forced onto the news agenda. The aim of the programme is to offer a rigorous and academic approach to this subject and deepen students' understanding of contemporary issues regarding race 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 and ethnicity across the overlapping fields of sociology, media and cultural 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 take the shape that they do. The programme is broadly framed in terms of issues social justice,

specifically the social ideals of equality, valuing diversity, and the right to live in dignity, and how this relates to the formation of racial and ethnic identities.

The degree 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, looking at issues of representation and the persistence of historical constructions of Otherness. The unique intervention of the degree is in drawing attention to the context of production, exploring the experience of people of colour working in the cultural industries. This component will be enhanced by be a series of industry talks from BAME practitioners working in the creative, cultural and communication industries, which will give students a practical insight into the experience of race in the media.

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 and 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.

Aims of the programme

- 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 an in-depth 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

What you will be expected to achieve

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 exit the programme at the Postgraduate Certificate stage will demonstrate an ability to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate an understanding of how modern understandings of race are shaped by histories of empire	Race Critical Theory and Social Justice or Race and Cultural Industries
A2	Demonstrate an understanding of how the media both reinforces and challenges understandings of race	Race and Cultural Industries

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Utilise conceptual knowledge and critical reasoning skills in complex problem solving	Race Critical Theory and Social Justice or Race and Cultural Industries
B2	Deploy a range of intellectual skills and linguistic tools to produce academic work of an appropriate level	Race Critical Theory and Social Justice or Race and Cultural Industries

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 Critical Theory and Social Justice or Race and Cultural Industries or option module
C2	Make presentations to a group of people with an appropriate range of technology	Race Critical Theory and Social Justice or Race and Cultural Industries or option module

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 Critical Theory and Social Justice or Race and Cultural Industries or option module
D2	Make presentations to a group of people with an appropriate range of technology	Race Critical Theory and Social Justice or Race and Cultural Industries or option module

In addition to the above learning outcomes, students who exit the programme at the Postgraduate Diploma stage will demonstrate an ability to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate an understanding of how modern understandings of race are shaped by histories of empire	Race Critical Theory and Social Justice or 'Race and Cultural Industries or option modules

Code	Learning outcome	Taught by the following module(s)
A2	Demonstrate an understanding of how the media both reinforces and challenges understandings of race	Race and Cultural Industries
A3	Demonstrate an informed understanding of the complexities of social justice activism and research in relation to race and media	Race Critical Theory and Social Justice, Race and Cultural Industries

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Utilise conceptual knowledge and critical reasoning skills in complex problem solving	Race Critical Theory and Social Justice or Race and Cultural Industries or option modules
B2	Deploy a range of intellectual skills and linguistic tools to produce academic work of an appropriate level	Race Critical Theory and Social Justice or Race and Cultural Industries or option modules
B3	Critically assess and evaluate media and cultural policy relating to equality and diversity	Race and Cultural Industries or option modules

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 Critical Theory and Social Justice or Race and Cultural Industries or option modules
C2	Make presentations to a group of people with an appropriate range of technology	Race Critical Theory and Social Justice or Race and Cultural Industries or option modules

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 Critical Theory and Social Justice or Race and Cultural Industries or option modules
D2	Make presentations to a group of people with an appropriate range of technology	Race Critical Theory and Social Justice or Race and Cultural Industries or option modules

Code	Learning outcome	Taught by the following module(s)
D3	Demonstrate to a high level a range of transferable skills such as communication skills, skills of initiative and personal responsibility and the independent learning ability required for continuing professional development	Race Critical Theory and Social Justice or Race and Cultural Industries or option modules

How you will learn

The acquisition of knowledge and understanding and cognitive learning outcomes is through weekly lectures, seminars and workshops so that core knowledge gained through reading and lectures may be reinforced through seminar participation, discussion and debate.

The compulsory module Race Critical Theory and Social Justice consists of a one hour lecture and a one hour seminar each week. The aim of the seminars is to provide a forum for discussion and emphasis is placed on student participation. Students are expected to read the key articles or chapters set for each week and be able to contribute fully to the discussions.

The Race and Cultural Industries module will consist of weekly workshops. The workshops are interactive sessions based around group discussion and practical exercises that will develop your understanding of media practices and cultural production. Both modules will involve presentations based on weekly readings or a set topic, delivered to the whole group.

The acquisition of the second set of subject specific and transferable skills learning outcomes is achieved by students' full participation in the structured learning activities and the completion of examined and non-examined work that will involve considerable independent study. Students will also receive feedback from tutors throughout the programme in seminars and in response to their examined work. Tutorial support is available to advise students on their progress in skill acquisition in both theoretical and more practical work.

How you will be assessed

A mixture of assessed essays, exams and reports appropriate to each module choice.

The assessment for Race Critical Theory and Social Justice consists of a set of coursework essay questions. You will also have the option of formulating your own question in consultation with staff teaching the module. This opportunity will enable students to apply their learning to specific topics relevant to their own interests.

Race and the Cultural Industries will consist of two assessments. The first assignment consists of a research project which asks students to conduct and critically examine an interview with a media worker, in relation to an issue discussed on the module. If the student is unable to find an interview subject they can instead analyse a media text that represents creative work (such as an interview in a trade magazine), again in relation to an issue discussed on the module. The purpose of this assignment is to introduce students to qualitative research methods as well as hone their critical analytical skills. The second assessment will involve an essay assignment similar to Race Critical Theory and Social Justice, with students picking one from a range of questions.

Other forms of assessment maybe be encountered (e.g. group presentations/reports, portfolio exercises) depending on option modules chosen.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	A mark of 80-100% is awarded when a candidate satisfies the requirements for a distinction, but to an outstanding degree. Such work may be of publishable quality and contribution to debate within the field.
70-79%	Distinction	A mark of 70-79% is awarded when the essay demonstrates the application of appropriate knowledge, understanding and skills specified in the learning outcomes of the module to a very effective extent. The work will show evidence of extensive relevant reading and an impressive grasp of current major issues in the field. This knowledge will have been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence will demonstrate sophisticated reasoning, with clear awareness of issues of methodology and evidence, and be particularly clear, well-focused and cogent. A mark of 80% or higher is awarded when a candidate satisfies the requirements for a distinction, but to an outstanding degree. Such work may be of publishable quality, and will be a significant contribution to debate within the field.
60-69%	Merit	A mark of 60-69% is awarded when candidates demonstrate the application of appropriate knowledge, understanding and skills specified in the module learning outcomes to an effective extent. The essay will show consistency and fluency in discussing and evaluating evidence and theories drawn from a wide range of sources. They will demonstrate an ability to

Mark	Descriptor	Specific Marking Criteria
		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.

How the programme is structured

Full-time students take the programme over one calendar year. Part-time students take the course over two calendar years. 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 Critical Theory and Social Justice (autumn term)
- Race and the Cultural Industries (spring term)

Students are also required to take 60 credits worth of option modules, which can be taken from those on offer (depending on availability each year) from the departments of Media Communications, and Cultural Studies, and Sociology and from other departments too,

including Politics, English, Cultural Studies and Anthropology. Issues of race run through many of the modules offered at Goldsmiths. Modules that will be of particular interest to students on this programme include:

- Race, Empire and Nation (30/15 credits)
- Postcolonial Theory (30 credits)
- Globalisation: Policy, Politics and Critique (30 credits)
- Theories of the Culture Industry (30 credits)
- Mediating Violence: Feminist, Queer, Decolonial Perspectives (30/15 credits)
- Cultural Studies and Capitalism (30 credits)
- Practices of the Culture Industry (30 credits)
- Strategies of World Cinema (30/15 credits)

Full-time mode

Module Title	Module Code	Credits	Level	Module Status	Term
Race Critical Theory and Social Justice	SO71136B	30	7	Compulsory	1
Race and the Cultural Industries	MC71191A	30	7	Compulsory	2
Optional modules to the value of 60 credits	Various	60	7	Optional	1/2

Part-time mode

In order to complete their first year, part-time students need to successfully complete two of the compulsory courses in their first year. Normally part-time students will take optional courses in the second year.

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Race Critical Theory and Social Justice	SO71136B	30	7	Compulsory	1
Race and the Cultural Industries	MC71191A	30	7	Compulsory	2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Optional modules to the value of 60 credits	Various	60	7	Optional	1/2

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 will be allocated a Personal Tutor who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their students at least twice 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. 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 will also be supported by module convenors who offer tutorials relating to module content.

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 PG Diploma is primarily aimed at students who want to develop their skills or retrain. 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 Department has strong industry links and hosts a range of events that bring together industry experts, academics and students.

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

The requirements of a Goldsmiths award

The Postgraduate Diploma has a total value of 120 credits.

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.

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](#).

Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends

beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

Classification

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

- Distinction – 70%+
- Merit – 60-69%
- Pass – 50-59%

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate an interim exit point of Postgraduate Certificate which may be awarded on the successful completion of specified modules to the minimum value of 60 credits. The award is made without classification.

When this award is incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

General programme costs

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

Specific programme costs

Not applicable.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#)