

MA Human Rights, Culture 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:

MA Human Rights, Culture and Social Justice

Name of Interim Exit Award(s):

Postgraduate Certificate in Human Rights, Culture and Social Justice

Postgraduate Diploma in Human Rights, Culture and Social Justice

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

UCAS Code(s): Not applicable

HECoS Code(s): (100629) Political Sociology

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: October 2017

Home Department: Sociology

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

Not applicable

Programme overview

In this Masters you will learn about how human rights are constructed, exploring framings of human rights through case studies; and you will begin to practice some of the methodologies and methods that are currently used in NGOs and grassroots activist networks trying to remedy global injustices.

The focus on culture that runs through the programme makes for an emphasis on concrete, situated practices and meanings. Can human rights contribute to a global culture in which injustices figure as 'wrongs'? Or are human rights invariably skewed, constructing injustices in ways that suit international elites better than they suit people who are suffering? Do human rights do violence to local cultures? Are they an appropriate response to local violence? In this MA we contextualise the study of how human rights are constructed in

micro-processes, in the media and face-to-face in relation to debates over macro-structures, processes of globalisation and the institutions of global governance.

In terms of social justice, the MA is set up to study human rights beyond narrow, legalistic definitions. We look at what really makes a difference in terms of realising human rights in practice. Can human rights really be constructed in ways that challenge and overturn established social structures? Can rights be claimed in such a way that they can really protect us as human beings against the 'creative destruction' of global capitalism, state repression, the subjugation of women, and hatred and violence against minorities of all kinds – sexual, ethnic, religious?

Programme entry requirements

In line with the College's Mission Statement and the ethos of the Department, candidates from diverse backgrounds are encouraged to join the degree. It is important to encourage a stimulating learning environment with individuals of different ages, work and academic backgrounds and national or ethnic backgrounds. Applicants will normally have a first degree in Sociology, a related social science discipline or a humanities degree. Students will normally be expected to have an upper second class honours degree or its equivalent. Non-native English speakers will normally have to satisfy Goldsmiths' requirements of IELTS (6.5 or more). Wherever possible students will be offered an interview (if necessary by skype) aimed at clarifying the aims and contents of the programme and determining the suitability of individual candidates. Interviews can alter the usual criteria for entry on a case-by-case basis.

Aims of the programme

The MA Human Rights, Culture and Social Justice offers a critical approach to the social construction of human rights. It explores the sociological engagement with social justice broadly conceived of in terms of the full range of human rights (as outlined in UN Declarations and Conventions, and also that are being developed in social movements); how sociological approaches can be used to rethink and challenge concepts, priorities, policies and practices that contribute to institutionalised global inequality at different scales; and the importance of conceptualising human rights in relation to different understandings (theoretical and common-sense) of culture.

The programme has three broad aims:

- To promote an appreciation of a sub-field of Sociology, encouraging critical understanding of the social construction of human rights, and of NGO and/or activist practice that makes use of human rights;

- To encourage an understanding of the Sociology of human rights through practical participation and experience and in relation to concepts of social justice;
- To consolidate and extend knowledge of the human rights field by encouraging students to explore areas of sociology in relation to human rights, culture and social justice. This is enabled through the choice of options offered on the programme and the research environment and expertise of the Department;
- To equip graduates of the programme with sociological skills and concepts that will inform work in the human rights field.

This specification is informed by the Framework for Higher Education Qualifications, reflects the College's and the Department's mission statements, and is written with consideration to the policies of both the Goldsmiths Learning and Teaching Strategy and the Sociology Department's Learning and Teaching Strategy.

What you will be expected to achieve

For the Postgraduate Certificate to be awarded, modules to the value of 60CATS will have been passed and the following learning outcomes will have been achieved.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate conceptual and methodological knowledge to critically evaluate and contextualise the historical concepts, policies and practices of social justice as well as new approaches to the field	Across the Programme, but specifically in Constructing Human Rights; Researching Human Rights
A2	Understand how human rights and concepts of social justice are related	Constructing Human Rights
A3	Demonstrate understanding of different concepts of culture and cultural difference and their relevance to the field of human rights and social justice	Constructing Human Rights; Researching Human Rights

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Critically analyse the complex interaction of theory, policies and practices of human	These skills will be taught across the programme and specifically Constructing Human Rights;

Code	Learning outcome	Taught by the following module(s)
	rights in relation to concepts of culture and issues of social justice	Researching Human Rights, and the Dissertation
B2	Systematically and creatively engage in debates relating to human rights and relate these to contemporary issues in original and imaginative ways	These skills will be taught across the programme and specifically Constructing Human Rights; Researching Human Rights, and the Dissertation
B3	Critically engage sociological (and more generally social science) theories and methodologies relevant to social justice in relation to culture and human rights and generate intellectual engagement with these through a choice of options	Students will be encouraged to choose their options on the basis of their fit with their overall programme; the programme convenor will help them do this in induction week and the first week of term

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	N/A	N/A

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Effectively communicate, explain and debate relevant concepts, theories, methodologies and methods for the study of human rights	Across the Programme but specifically in Constructing Human Rights; Researching Human Rights
D2	Exercise initiative and personal responsibility in effective independent work with the attendant skills of work organisation, time planning, independent decision making and keeping to deadlines under often complex and unpredictable circumstances	Across the Programme but specifically in Constructing Human Rights; Researching Human Rights; Practising Human Rights

For the Postgraduate Diploma to be awarded, modules to the value of at least 120CATS, including the compulsory modules, will have been passed and the following learning outcomes will have been achieved.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate conceptual and methodological knowledge to critically evaluate and contextualise the historical concepts, policies and practices of human rights as well as new approaches to the field	Across the Programme but specifically in Constructing Human Rights; Researching Human Rights
A2	Understand how human rights and concepts of social justice are related	Constructing Human Rights
A3	Demonstrate an understanding of different concepts of culture and cultural difference and their relevance to the field of human rights and social justice	Constructing Human Rights; Researching Human Rights
A4	Synthesise and critically analyse literature on the social construction of human rights, and be able to apply it to case studies	Constructing Human Rights; Researching Human Rights; Practicing Human Rights

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Critically analyse the complex interaction of theory, policies and practices of human rights in relation to concepts of culture and issues of social justice	These skills will be taught across the programme and specifically Constructing Human Rights; Researching Human Rights, and the Dissertation
B2	Systematically and creatively engage in debates relating to human rights and relate these to contemporary issues in original and imaginative ways	These skills will be taught across the programme and specifically Constructing Human Rights; Researching Human Rights, and the Dissertation
B3	Critically engage sociological (and more generally social science) theories and methodologies relevant to social justice in relation to culture and human rights and generate intellectual engagement with these through a choice of options	Students will be encouraged to choose their options on the basis of their fit with their overall programme; the programme convenor will help them do this in induction week and the first week of term

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	N/A	N/A

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Effectively communicate, explain and debate in a wide range of contexts and with a broad range of interlocutors (specialist and non-specialist), including designing and producing clear and well-structured reports on specific themes/topics or regions	Across the Programme but specifically in Constructing Human Rights; Researching Human Rights
D2	Exercise initiative and personal responsibility in effective independent work with the attendant skills of work organisation, time planning, independent decision making and keeping to deadlines under often complex and unpredictable circumstances	Across the Programme but specifically in Constructing Human Rights; Researching Human Rights
D3	Work productively in a team, organising and allocating responsibilities and providing mutual support	Researching Human Rights, Practicing Human Rights

Students who successfully complete the programme (and are awarded the MA Human Rights, Culture and Social Justice) will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate conceptual and methodological knowledge to critically evaluate and contextualise the historical concepts, policies and practices of social justice as well as new approaches to the field	Across the Programme but specifically in Constructing Human Rights; Researching Human Rights
A2	Understand how human rights and concepts of social justice are related	Constructing Human Rights
A3	Demonstrate understanding of different concepts of culture and cultural difference	Constructing Human Rights; Researching Human Rights

Code	Learning outcome	Taught by the following module(s)
	and their relevance to the field of human rights and social justice	
A4	Synthesise and critically analyse literature on the social construction of human rights, and be able to apply it to case studies	Constructing Human Rights; Researching Human Rights; Practicing human Rights
A5	Distinguish and appraise a range of sociological research methodologies and their potential applicability as well as their possible limitations in relation to human rights and social justice	These skills will be taught throughout the programme and specifically Constructing Human Rights, Researching Human Rights, Practicing Human Rights and the Dissertation
A6	Recognise and account for sensitive ethical issues relating to research and representation in academic situations concerned with human rights and social justice	These skills will be taught throughout the programme and specifically, Researching Human Rights, Practicing Human Rights and the Dissertation
A7	Develop knowledge of practical and theoretical dilemmas relating to the uses of human rights by NGOs and/or activist networks	Researching Human Rights, Practicing Human Rights

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Critically analyse the complex interaction of theory, policies and practices of human rights in relation to concepts of culture and issues of social justice	These skills will be taught across the programme and specifically Constructing Human Rights; Researching Human Rights, and the Dissertation
B2	Systematically and creatively engage in debates relating to human rights and relate these to contemporary issues in original and imaginative ways	These skills will be taught across the programme and specifically Constructing Human Rights; Researching Human Rights, and the Dissertation
B3	Critically engage sociological (and more generally social science) theories and methodologies relevant to social justice in relation to culture and human rights and	Students will be encouraged to choose their options on the basis of their fit with their overall programme; the programme convenor will help

Code	Learning outcome	Taught by the following module(s)
	generate intellectual engagement with these through a choice of options	them do this in induction week and the first week of term
B4	Establish creative connections between their previous academic and work experiences as well as their work placements on the course and appraise the usefulness of sociological models and methodologies when applied to contemporary problems in making human rights effective and tackling issues in social justice	Practicing Human Rights
B5	Adapt concepts and methods flexibly and imaginatively to pursue specific aims in relation to human rights and social justice (e.g. academic research; social justice research for an agency; policy or programme design, implementation and evaluation)	Researching Human Rights, Practicing Human Rights, Dissertation

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Synthesise and analyse how sociological methods and concepts assist NGO and/or activist practice that aims to further social justice in both conceptual and practical ways	These skills will be taught throughout the programme and specifically in Constructing Human Rights, Researching Human Rights, Practicing Human Rights, and the Dissertation
C2	Elaborate the difficulties, possibilities, constraints and ethical concerns of using human rights to realise social justice, demonstrating self-direction and originality in tackling and solving problems	These skills will be taught throughout the programme and specifically in Constructing Human Rights, Researching Human Rights, Practicing Human Rights, and the Dissertation
C3	Critically assess the approaches and structures of organisations and networks that advocate human rights and/or are involved in issues of social justice	These skills will be taught throughout the programme and specifically in Constructing Human Rights, Researching Human Rights, Practicing Human Rights, and the Dissertation

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Design, formulate and conduct small-scale research on a range of topics relevant to the design of policies or programmes	Researching Human Rights; Dissertation
D2	Effectively communicate, explain and debate in a wide range of contexts and with a broad range of interlocutors (specialist and non-specialist), including designing and producing clear and well-structured reports on specific themes/topics or regions	Across the Programme but specifically in Constructing Human Rights; Researching Human Rights
D3	Exercise initiative and personal responsibility in effective independent work with the attendant skills of work organisation, time planning, independent decision making and keeping to deadlines under often complex and unpredictable circumstances	Across the Programme but specifically in Constructing Human Rights; Researching Human Rights
D4	Work productively in a team, organising and allocating responsibilities and providing mutual support	Researching Human Rights, Practising Human Rights
D5	Evaluate and assess a range of research methods and the use of computer applications for data collection and processing, and bibliographic searches, and a critical appreciation of the Internet as a resource	Researching Human Rights, the Dissertation

How you will learn

Teaching methods and module content are designed to develop and support wide independent reading and thinking, critical investigation in written form and the organisational skills required for further advanced work in the social sciences or humanities.

The programme utilises the following distinct teaching and learning strategies:

Lectures. The compulsory and option modules use lectures, normally of one hour, to summarise key concepts in relevant debates. For the compulsory and optional modules,

students are required to read at least one set reading, which will be a common reference point for the lecture. The lecture will enable students to self - assess their comprehension, develop critical perspectives on the reading, place the reading within broader debates and the historical development of the field. The lecture will, additionally, provide a modelling of the way to summarise and critically interrogate case studies and other kinds of data. Each lecture will have a further, more extensive reading list which students are encouraged to explore, and which they will need when they do their assessed coursework.

Seminars. The compulsory module and options modules employ seminars, normally following the lecture and of one hour duration. For the compulsory module (and some option modules additionally), students choose a week in which they present a short ten minute presentation on the key reading or related topic, in order to facilitate the seminar discussion. Seminars provide students with practice in articulating their thoughts on complex theoretical texts and socio-cultural processes, and an opportunity to explore concepts in relation to examples and to test their ideas against and alongside others.

Placement. This is strongly advised to complete the programme but it is not compulsory. It could be in any of a range of organisations, including an NGO, an activist organisation, a law firm, or a media based organisation associated with human rights, culture and social justice broadly conceived. The placement will entail working with the organisation for at least half a day a week for the period of the Spring Term where students will understand the theoretical and historical approach of the organisation, as well as the demands, constraints and concerns of such an organisation.

Workshop. Workshops accompanying the placement will discuss students' practical experiences in the context of broader debates about human rights on the one hand, and about professional practice, organisations and activism on the other hand.

Fieldtrips. Students will be encouraged to extend learning beyond the classroom: to go to exhibitions, film showings, public meetings and so on that are relevant to the programme, whether with the programme convenor, in groups or as individuals.

Supervision. One to one supervisions offer valuable continuity of in-depth discussion about the dissertation. Students will discuss the texts, approaches, ethics, resources and questions of writing and presentation in dissertation workshops and with their supervisors. They will be allocated a supervisor early in the Spring term on the basis of their provisional research topic.

Dissertation Workshops. Students will be provided with opportunities to discuss the research process, including choosing a research question, devising appropriate methods, selecting and sourcing literature and the ethics of their research.

Consultation and feedback hours. Students are encouraged to visit lecturers outside class time to discuss ideas from the module and to plan essays. After students have received feedback from their Autumn term coursework (in February), they are encouraged to meet with lecturers to discuss any implications for future work. Lecturers have office hours in term time that students may use without advance arrangements; there is also provision for lecturers to meet with students individually during term time by prior mutually agreeable arrangement. This is particularly encouraged to facilitate the planning of essays. Students are also encouraged to see their dissertation supervisors during term-time as they may not be available in person over the summer break – though it will be possible to communicate in other ways (when supervisors are available). Supervisors may agree to meet with students and to read and comment on drafts of their dissertations – up to but not including the final draft. Alternatively, students and supervisors may communicate by email, phone, and/or skype.

Seminars and conferences within the Department of Sociology as well as in other departments of the College will complement and help enrich the students' understanding and development of ideas. Events organised by the Centre for the Study of Global Media and Democracy and the Unit of Global Justice are likely to be especially relevant to students on this programme, but they will also find events that are put on elsewhere in College as of interest.

The VLE. The virtual learning environment is used to give departmental guidance and regulations, access to academic and other articles and links to websites, as well as to maintain contact with the students as a group. News of relevant forthcoming seminars and conferences at Goldsmiths and elsewhere in London will also be disseminated to the students via the VLE.

How you will be assessed

The programme is assessed as follows:

Constructing Human Rights is examined by 5,000 word report. The essay allows students to display their knowledge and understanding of key concepts and debates in sociological theory and methodology. The organisation of the essay requires that students become competent at using available resources, managing their time in preparation and execution of the written work. The module carries a value of 30CATs.

Researching Human Rights is assessed by one 2,000 word practical exercise and one 3,000 word final report. These will allow students to demonstrate an understanding of the different modes of research in human rights (both scholarly and practitioner) and allow them

to develop their own research skills through practical exercises built around a compulsory human rights scenario. The module carries a value of 30CATS.

Option essays are assessed in the term in which the module is taken. Students are assessed using the criteria set out for MA option essays in the MA module books. Each option counts as 30CATS.

Practicing Human Rights is assessed by a 5,000 word piece of writing, in which students will reflect on work done during their placement. A placement in an organisation whose work can be related to human rights or practical involvement in a grassroots campaign is an entry requirement of this module (though not of the programme as such). It is an option that is only available to students doing this programme, and will be strongly recommended to those doing it. The College Placement Officer has offered assistance in looking for placements for students. The module convenor will advise students on establishing the parameters of their work in an organisation or activist network, as well as ethical issues that need to be considered. He or she will also supervise the way in which it meets the module's academic requirements whilst enhancing the student's practical experience and skills. Like other options, this carries a value of 30CATS.

The dissertation is a substantial piece of written work (12,000 words). It is intended to assess the full range of students' abilities and to apply the full range of learning outcomes which the programme has enabled them to develop. In particular, it enables assessment of their ability to design, develop and write a sociological research project using primary and/or secondary materials appropriate to the topic and according to the necessary conventions of scholarly work. It requires independent motivation and self-directed learning, under supervision, and enables them to demonstrate competence for critical analysis and sustained persuasive argument.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	A mark in the 80s or even the 90s will be awarded in the case of really accomplished work, demonstrating high levels of scholarship and originality, although grades in the 90s should be reserved for work deemed to be outstanding, and of publishable quality.
70-79%	Distinction	A mark of 70-79% is awarded when candidates show evidence of an excellent application of appropriate knowledge, understanding and skills as specified the module learning outcomes. Typically this involves extensive reading and grasp of questions and their context and an exceptional degree of

Mark	Descriptor	Specific Marking Criteria
		clarity in argument and use of evidence. Knowledge and understanding will have been presented critically, with insight and independence of thought. Argument and analysis of reading will demonstrate the candidate's own reasoning and be exceptionally clear, critical, well-focused and cogent.
60-69%	Merit	A mark of 60-69% is awarded when candidates show a good application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. This involves consistency and fluency in discussing and evaluating reading from a range of sources and an ability to relate this reading to the assessment tasks.
50-59%	Pass	A mark of 50-59% is awarded when there is clear evidence of a satisfactory application appropriate, knowledge, understanding and skills as specified in the module learning outcomes. Typically this involves evidence of knowledge and understanding where there is a limited development of ideas and critical comment.
30-49%	Fail	A mark between 30-49% is awarded when there is not a satisfactory application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. There may be confusion and incoherence and unfocused comment on the literature.
10-29%	Bad fail	A mark between 10-29% is awarded when only some but not all of the learning outcomes specified for the Module have been achieved. Typically a candidate in this position will not have satisfied the examiners that they have read and understood the essential texts of the module. Research involved in the writing of coursework or the dissertation will be poorly organised and inadequately discussed.
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

Constructing Human Rights (30 CATS) Autumn Term (Assessment: 5,000 word essay)

This module will introduce students to concepts they will need in order to study human rights, beginning with that of 'social construction'. It also involves conceptualising the political, social and cultural forms in which constructions of human rights are developed, gain credibility, and are (usually partially and often controversially) institutionalised. In particular, we will look at how human rights are constructed 'culturally' through processes of (generally mediated) framing. 'Cultural' here encompasses the legal framing of human rights, which is very important, but we will look at how human rights are constructed through advocacy that is carried out in different forms of mobilisation, in transnational advocacy networks, NGOs and INGOs, and in grassroots movements. In other words, we will consider how human rights are 'grounded' in organising practices rather than beginning with either with normative political theory or with legal codification. We will consider a wide range of campaigns, demonstrating how human rights are related to social (and not just legal) justice. Throughout the module we consider the construction of human rights in relation to specific social groups and/or sites of institutionalisation. Topics covered may vary from year to year, but they will almost certainly include at least some of the following: the construction of legal responsibility for human rights violations; the rights of migrants, of indigenous people, of women, of children. We will consider how concepts are exemplified in case studies of particular constructions of human rights, at different sites and scales, and in relation to different social groups.

Learning Outcomes

- Students will understand what is involved conceptually in the 'social construction' of human rights;
- They will understand and be able to compare different forms of mobilisation in which human rights are constructed;
- They will gain an understanding of the multiplicity of sites and scales at which human rights are constructed;
- They will be able to critically assess the social construction of human rights in relation to particular social groups through conceptual analysis and empirical case study;
- They will understand how human rights are constructed in campaigns for social (and not just legal) justice.

Researching Human Rights (30 CATs) Autumn Term (Assessment: One 2,000 word practical exercise and one 3,000 word final report)

This module introduces you to different ways of doing research about human rights and about human rights interventions. Sessions on specific research strategies are followed by practical workshops. Indicative topics include using different methodologies to research a particular human rights violation, conducting interviews, evaluating a human rights campaign or intervention, and analysing the media impact of a campaign.

Learning Outcomes

This module will further students' skills to:

- Identify and use a range of common research tools and approaches relevant to the field of human rights;
- Critically evaluate the strength and weaknesses of different research tools in relation to achieving different research, advocacy and policy aims in human rights;
- Interpret the practical, theoretical and ethical implications of particular types of human rights research;
- Think critically about the relationship between social science knowledge and human rights work on the ground;
- Develop a sound research design for responding to a particular human rights or social justice issue.

Practicing Human Rights (15 CATs) Spring Term (Assessment: 5000 word report)

This series of workshops accompanies students' placement in an organisation or grassroots activist network. We will discuss students' diaries in the context of broader debates about human rights on the one hand, and about professional practice, organisations and activism on the other hand.

A placement in an organisation whose work can be related to human rights or practical involvement in a grassroots campaign is an entry requirement of this module.

Learning Outcomes

This module will further students' skills to:

- Relate conceptual frameworks to concrete social justice situations;
- Reflect on the different ways in which culture affects their chosen work;
- Recognise and account for practical and theoretical dilemmas relating to the use of human rights by NGOs and or activist networks;
- Analyse and evaluate experiential knowledge of social justice and/or rights related work;
- Critically assess the approaches and structures of organisations and networks that advocate human rights and or are involved in issues of social justice;
- Work productively in a team;
- Reflect on existing professional skills and identify areas of future development.

Optional Modules

To be taken from the Departmental 30 CAT Options or other available 30 CAT options in College (including arrangements with Media, Communications and Cultural Studies; Anthropology; and Politics and International Relations).

Dissertation

During the Spring Term workshops covering dissertation topic, ethics, research design and writing are held. Students submit provisional titles at the start of the Spring Term, are allocated a supervisor and have their project assessed by the Departmental Ethics Officer. During the Spring and Summer terms students receive individual supervision. Full-time students will normally be expected to pass all taught components before proceeding to the dissertation. The dissertation is submitted in August.

Full-time mode

Module Title	Module Code	Credits	Level	Module Status	Term
Constructing Human Rights	SO71125A	30	7	Compulsory	1
Researching Human Rights	SO71127B	30	7	Compulsory	1
Optional modules from an annually approved list, which may include SO71128A "Practising Human Rights" for 30 credits (which is strongly recommended but not a requirement of the programme)	Various	60	7	Optional	2
Dissertation	SO71129A	60	7	Compulsory	2-3

Part-time mode

Part-time students will normally be expected to pass 60-CATS, 30 CATS of which must be the compulsory module "Constructing Human Rights" in their first year before proceeding to the second year.

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Constructing Human Rights	SO71125A	30	7	Compulsory	1
Optional modules to the value of 30 CATS	Various	30	7	Optional	2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Researching Human Rights	SO71127B	30	7	Compulsory	1
Optional modules from an annually approved list, which may include SO71128A "Practising Human Rights" for 30 credits (which is strongly recommended but not a requirement of the programme)	Various	30	7	Optional	2
Dissertation	SO71129A	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 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. 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 [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.

Links with employers, placement opportunities and career prospects

As issues of globalisation and justice are frequently in the media, and government policy in the UK, US, and elsewhere in Europe is now supposed to be guided by considerations of humanitarianism and human rights, there is a need for graduates with knowledge of human rights.

There are openings for careers in organisations including charities, humanitarian and human rights NGOs and even multi-national corporations, many of which are now concerned with their image in terms of human rights.

The requirements of a Goldsmiths degree

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](#).

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 interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

When these awards are 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](#).