

# **MA Applied Anthropology and Community and Youth Work; MA Applied Anthropology and Community Development; MA Applied Anthropology and Community Arts 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 Applied Anthropology and Community and Youth Work

MA Applied Anthropology and Community Development

MA Applied Anthropology and Community Arts

**Name of Interim Exit Award(s):**

Postgraduate Diploma in Applied Anthropology and Community and Youth Work

Postgraduate Diploma in Applied Anthropology and Community Development

Postgraduate Diploma in Applied Anthropology and Community Arts

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

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

**HECoS Code(s):**

(100436) Anthropology 50%

(100655) Community Work 50%

**QAA Benchmark Group:** Not applicable

**FHEQ Level of Award:** Level 7

**Programme accredited by:**

Professionally validated by the National Youth Agency (NYA) and recognised by the Joint Negotiating Committee (JNC) (MA Applied Anthropology and Community and Youth Work only)

**Date Programme Specification last updated/approved:** December 2020

**Home Department:** Anthropology

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

Social, Therapeutic and Community Studies

## Programme overview

This MA is the first of its kind in the country, combining the discipline of Anthropology and professional qualifications. Taught jointly by the Departments of Anthropology, and Social, Therapeutic and Community Studies, the programme reflects the common concerns of lecturers in both disciplines.

This Master's degree is aimed at graduates interested in working in Community Development, Youth Work or Community Arts.

We offer three alternative pathways:

1. The MA Applied Anthropology and Community and Youth Work results in a qualification in the fields of Community and Youth Work and Anthropology that is fully endorsed by the National Youth Agency and the Joint Negotiating Committee for Youth and Community Workers for pay and qualification purposes. Students gain skills and knowledge based in the national occupational standards for youth work and community development. (COMMUNITY AND YOUTH WORK PATHWAY)
2. The MA Applied Anthropology and Community Development is aimed both at home and international applicants who may not need an NYA qualification and at those who want to become specialists in community development. It offers students an opportunity to develop community-based theoretical interests and practice and demonstrate competence in community development national occupational standards. (COMMUNITY DEVELOPMENT PATHWAY)
3. The MA Applied Anthropology and Community Arts is aimed both at home and international applicants who may not need a British NYA qualification but who want to work in community arts practice. It offers students an opportunity to develop theoretical and practice interests relevant to Community Arts practice. In particular, it enables students with some experience or expertise in music or drama to use their creative skills to engage people using the values, principles and approaches of community development. (COMMUNITY ARTS PATHWAY)

## Programme entry requirements

This Masters programme is aimed at graduates with an interest in working in Community and Youth Work. The MA therefore provides routes to both professional qualifications in the field of Community and Youth Work as well as vocational openings in Community Development or Community Arts.

Candidates should have a Second Class degree in the social sciences or another appropriate subject, with some experience of Community and Youth Work/Community

Development/Community Arts. Work experience for those taking the professionally qualified route should normally be at least one year full-time, or part-time equivalent, prior to starting the MA. For those taking the Community Development or Community Arts route, experience should normally be at least the equivalent of four months full time. Experience can include paid or unpaid work; voluntary, community and youth work in organisations and relevant informal work. Candidates for the Community Arts pathway will be required to demonstrate four months' experience using arts in a community setting.

Non-native English-speakers will normally have to satisfy the University of London requirements of IELTS 6.5 with a 6.5 in writing.

### Supporting Information

The work experience report accompanying the application should be up to 1,000 words about recent personal experience of working or volunteering in a Community and/or Youth Work or Arts setting. The report should consist of a brief description of the agency or project, role within the agency, the responsibilities carried and actual work done. Candidates are expected to outline reflections on learning gained from the work experience. Applicants to the Community Arts pathway should detail their level of drama or music skills and experience.

### Criminal convictions

Certain types of criminal convictions may have implications for this programme and subsequent employment. If an application for the programme is successful, a candidate will be required to produce a satisfactory declaration of fitness to work and train with children and vulnerable people. This includes producing an enhanced disclosure certificate from the Government's Disclosure and Barring Service (DBS). This provides details of any criminal offences, cautions, warnings and other issues that might be on record; the process of disclosure is exempt from the Rehabilitation of Offenders Act. The college will provide further details when making the offer of a place.

## **Aims of the programme**

The MA Applied Anthropology and Community and Youth Work has been running since 1992 and, since 2012, allows for a pathway through the programme for graduates who are interested in an MA in this combination of subjects with a focus on community development rather than youth work. The alternative pathway leads to an MA Applied Anthropology and Community Development. Since 2013, students on both pathways who do not complete the dissertation have been able to graduate with a Postgraduate Diploma. A third pathway

leading to an MA/Postgraduate Diploma in Applied Anthropology and Community Arts was added in 2015.

The programme overall is innovative, the first of its kind, combining professional experience in Community and Youth Work with the discipline of Anthropology, which brings cross cultural comparisons and expertise in community research. The degree offers a stimulating synthesis of theory and practice which addresses the education and training needs of community and youth workers in contexts which are increasingly shaped by international forces, on a global scale.

This Masters degree concentrates upon providing students with concepts, methods, critical knowledge, and analytical and practice skills which they need in order to analyse new situations for themselves, taking account of wider contexts. In particular, the MA aims to provide students with a combination of education and training to enable them:

- To critically analyse and discuss a range of qualitative and quantitative data gathering techniques used in Anthropology.
- To understand theoretical and ethnographic perspectives on class, gender, culture, 'race' and ethnicity, and on topics such as mental health, youth crime, gentrification and social media; and be able to relate these perspectives to professional practice.
- To critically analyse the changing context of professional practice, taking account of the interactions between local and international factors.
- To practice effectively as reflective professionals, learning from experience and taking responsibility for their continuing professional development.
- To enable young people and/or adults and families in communities to develop their own critical consciousness and to empower them to develop their own strategies for analysing and meeting their economic, social and cultural needs, whether via the provision of appropriate facilities and services or via community provision.
- To effectively challenge oppression and discrimination, and to empower communities to challenge oppression and discrimination, working for equal opportunities and social justice, on the basis of respect for diversity and difference.
- To competently use participative research to enable communities and young people within communities to research their own needs and to explore the possibilities for meeting these needs in a rapidly changing context.
- To develop a critical and coherent understanding of a Community Development, Community Arts or Youth Work related issue and link it to relevant debates in Anthropology and the Social Sciences.
- To construct coherent arguments in academic writing, using relevant theory to critically analyse empirical data.

## What you will be expected to achieve

Students who successfully complete 120 credits and choose to exit the programme with the Postgraduate Diploma will be able to:

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Discuss in writing the status of ethnography in the discipline of Anthropology; positivism and the status of objectivity; and the theoretical, political, methodological and ethical implications of participatory research. (all pathways)	Anthropological Research Methods Contemporary Social Issues Anthropological Theory
A2	Identify and critically assess in writing a variety of qualitative and quantitative data gathering techniques in Anthropology in terms of their operation, their epistemological and ethical implications and their methodological advantages and disadvantages. (all pathways)	Anthropological Research Methods
A3	Discuss in writing theoretical perspectives on 'Race', Class and Gender; Community Studies and Social Problems; and topics such as Youth Cultures, transgender, gentrification, social media, disability and mental health; and to relate these perspectives to Community professional practice. (all pathways)	All modules
A4	Evaluate and report on the impact of youth work interventions in practice. (Community and Youth Work Pathway)	Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development

### Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Analyse the changing context of professional practice, taking account of the interactions between local and international factors. (all pathways)	All modules

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B2	Articulate professional principles, values and methods and demonstrate an understanding and application of the centrality of equality issues to community development, community arts or youth work practice. (all pathways)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development

### **Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	Identify alternative practice perspectives, as these are relevant to professional practice, applying appropriate approaches on the basis of critical reflection. (all pathways)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development Contemporary Social Issues
C2	Employ a variety of anthropological qualitative and quantitative data gathering techniques and demonstrate skill in designing and executing a research project in Anthropology and Community and Youth Work or Community Arts. (all pathways)	Anthropological Research Methods
C3	Practice as critical and reflective practitioners, learning from experience and taking responsibility for their continuing professional development. (all pathways)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
C4	Enable adults and young people in communities to develop their own critical consciousness and to empower them to develop their own strategies for analysing and meeting their economic, social and cultural needs, whether via the provision of appropriate facilities and services or via community provision. (all pathways)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
C5	Challenge oppression and discrimination and to empower communities to challenge oppression and discrimination, working for equal opportunities and social	All Modules

Code	Learning outcome	Taught by the following module(s)
	justice, on the basis of respect for diversity and difference. (all pathways)	
C6	Demonstrate effective engagement with national occupational standards in community development. (all pathways)	All modules but in particular: Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
C7	Demonstrate an ability to design creative practice which addresses needs, integrates community arts related theory and is evidence informed. (Community Arts Pathway)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
C8	Demonstrate competence in working with young people to facilitate their personal, educational and social development, promote inclusion, participation, rights and young people's welfare and interests. (Community and Youth Work Pathway)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
C9	Establish and prioritise requirements for youth work activities, young people's needs and organisational requirements for youth work activities, whilst safeguarding the health and wellbeing of young people. (Community and Youth Work Pathway)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
C10	Demonstrate skills in delivering community arts workshops and activities as a tool for promoting equality and social justice. (Community Arts Pathway)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
C11	Demonstrate skills in operating community development values and principles in practice. For example through informal/political education and work with groups. (all pathways)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Show that they can make convincing use of secondary data (library-based, fieldwork-based or statistical data) to develop an argument. (all pathways)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development Contemporary Social Issues
D2	Use strong communication skills that can be applied appropriately in a range of academic and professional contexts. (all pathways)	Contemporary Social Issues Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
D3	Demonstrate a high level of skill in assessing community needs, organising community events, promoting community development and facilitating community research/consultations. (Community Development Pathway)	Anthropological Research Methods Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
D4	Operate skills in group work. (all pathways)	Anthropological Research Methods Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
D5	Practice a high level of skill in self-management. (all pathways)	All modules
D6	Demonstrate effective team work. (all pathways)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
D7	Discover skills in managing others. (all pathways)	Fieldwork III: Management, Enterprise and Development

In addition to the learning outcomes above, students who complete the Dissertation and are awarded the MA should be able to:

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate in writing in-depth knowledge of the particular ethnographic and social theory literature relevant to the topic chosen for their dissertation, one that must relate to youth work, community development or community arts. (all pathways)	Dissertation

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Demonstrate in writing a coherent understanding of a professional practice related issue and link it to relevant debates in Anthropology and the Social Sciences. (all pathways)	Dissertation
B2	Use empirical evidence to construct an argument that critically engages with the existing literature on the specific topic chosen for their dissertation. (all pathways)	Dissertation
B3	Apply relevant theoretical insights from literature to critically reflect on a particular case study. (all pathways)	Dissertation

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Use in-depth insights into a particular aspect of youth work, (Community and Youth Work Pathway) community development (all pathways) or community arts (Community Arts Pathway) to improve professional practice through higher reflexivity, contextualisation and theoretical analysis. (all pathways)	Dissertation

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	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). (all pathways)	Dissertation

## How you will learn

All pathways are characterised by a mix of teaching and learning methods that vary across modules and may include.

**Lectures.** The compulsory and option modules use lectures of varying duration to summarise key concepts and developments in relevant debates. 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 ethnographic examples and other kinds of data. Each lecture will have a more extensive reading list which students are encouraged to explore, necessarily so if they choose to write their assignment in this area.

**Seminars.** The compulsory module and options modules employ seminars, of varying durations. 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.

**Film Screenings.** Some optional modules are accompanied by film screenings and discussion groups.

**Reading Groups.** Some option modules are accompanied by a reading group. Close textual analysis of carefully chosen works will allow students to explore in greater depth a few key readings associated with the module and to further their collaborative learning.

**Workshops.** Some optional modules run student led workshops to further explore and develop ideas generated in seminars.

**Consultation and feedback hours.** Students are encouraged to visit lecturers outside class time to discuss ideas from the module and to plan essays.

**Seminars and conferences** within the Department of Anthropology as well as in other departments of the college, will complement and help enrich the students' understanding and development of ideas.

**The VLE.** The virtual learning environment is used to give departmental guidance and regulations, access to academic and other articles and links to websites.

Contemporary Social Issues is taught through alternating lectures and seminars. The lectures introduce students to the topics, while the related seminar – based on guided reading, student presentations and discussion – enable them to explore these contemporary social issues further and to integrate theory with practice.

Anthropological Research Methods offers lectures and seminars to allow students to actively participate in relating their theoretical learning to practical experience. Students learn by designing and implementing the methodological, theoretical, ethical and reflexive aspects of a small primary data gathering exercise.

The three fieldwork modules are taught through a mix of lectures, placement workshops, student-led seminars, tutorials and group meetings as well as fieldwork practice. There is a strong emphasis on experiential learning so that fieldwork experiences are reflected upon and discussed in relation to student reading, with a view to informing ongoing practice. Students learn from practice experience in meetings with a fieldwork supervisor, from reflecting in a fieldwork diary and engagement in placement workshops and student presentations. Collective planning and feedback to each other as peers is encouraged through the group meetings.

Wherever possible, staff draw on the resources available through TALIC, including encouraging students to engage with the Virtual Learning Environment.

## **How you will be assessed**

Modules are assessed by a variety of methods appropriate to relevant learning outcomes, see below.

## Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	A grade of distinction at 80% or above should reflect an outstanding piece of work, mature and accurate presentation of the material, high degree of fluency, clear familiarity with the relevant literature and cognate sub-field and evidence of creative and original thought, and excellent ability to relate theory to practice. It will indicate the achievement of the majority of the appropriate learning outcomes to an outstanding level.
70-79%	Distinction	A grade of distinction should reflect an excellent piece of work, mature and accurate presentation of the material, high degree of fluency, clear familiarity with the relevant literature and cognate sub-field and evidence of creative and original thought, and excellent ability to relate theory to practice. It will indicate the achievement of the majority of the appropriate learning outcomes to an excellent level.
60-69%	Merit	A grade of merit should reflect a good piece of work which demonstrates a carefully marshalled argument which draws on the relevant scholarly literature and demonstrates the candidate's capacity for analysis, synthesis and ability to relate theory to practice. The merit grade awarded will indicate the achievement of the majority of the appropriate outcomes to a very effective level.
50-59%	Pass	A pass grade should reflect a competent piece of work which demonstrates clear understanding of the literature. It should consist primarily in material relevant to the subject under discussion. The pass grade awarded will indicate the achievement of the majority of the appropriate learning outcomes to an effective level.
30-49%	Fail	A fail grade reflects little knowledge of the subject under discussion, incoherence or irrelevance, and a clear failure either to address the literature or contribute to a serious understanding of it, or to relate theory to practice. The majority of the appropriate learning outcomes have not been achieved to a satisfactory level.
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

Mark	Descriptor	Specific Marking Criteria
		have satisfied the examiners that they have read and understood the essential texts of the module. Research involved in the writing of module work 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

The programme is co-run by the Anthropology Department and the Department for Social, Therapeutic and Community Studies (STaCS). The Anthropology Department runs Contemporary Social Issues, and Anthropological Research Methods and STaCS runs the three fieldwork modules. The dissertation is led by Anthropology but co-supervised.

The Contemporary Social Issues module runs through the autumn and spring term. In the autumn it explores key analytical concepts in anthropology and related social sciences relevant to youth and community work, such as class, gender, race and culture. The spring term addresses more specific contemporary social issues affecting communities and young people.

In Anthropological Research Methods, which runs in the spring term, students will become familiar with ethnographic research and writing. Through literature and practical research exercises, they will learn about different methods of data collection including surveys, in-depth interviews, participant observation and participatory research.

Dissertation preparation begins in early spring term, when students submit a draft title and proposal. Students are then allocated two supervisors, one from the anthropology department, one from STaCS. The dissertation provides students with the opportunity to discuss a specific issue relevant to youth work, community development or community arts, using relevant social and anthropological theory.

### Fieldwork Report 1: Perspectives and Approaches

In this module students explore key themes, principles, values and competing perspectives underlying youth work, community development and community arts. The value of experiential learning approaches and critical pedagogy in informal learning and community

development are explored alongside group work principles, processes and theories. Students reflect on their practice perspective.

### Fieldwork Report 2: Critical Practice

In this module students critically analyse the changing context of community development and youth work practice, develop as critically reflective practitioners and learn how to recognise and challenge discrimination and oppression. Key themes may include ethical dilemmas faced in practice, youth participation and methods of engaging communities with a view to facilitating 'empowerment'.

### Fieldwork Report 3: Management, Enterprise and Development

This module advances critical understanding of the management of projects, staff and resources. It can include topics such as the legal context of community and youth work, funding bids and budgets, issues and processes involved in developing a social enterprise as well as monitoring and evaluation.

### Practical experience - MA Applied Anthropology and Community and Youth Work

Students undertake 400 hours of fieldwork, which is divided between three fieldwork placements and observations, centering on the most up to date national occupational standards in youth work and community development.

At least 50% of practice must be face-to-face with the 11-25 year olds and focused around national occupational standards in youth work and community development. Fieldwork practice must be centred on professional practice in youth work, some of which must include work with communities using a community development approach to address national occupational standard in community development.

### Practical experience - MA Applied Anthropology and Community Development

Students undertake 400 hours of fieldwork, which is focused on national occupational standards in community development.

### Practical experience - MA Applied Anthropology and Community Arts

Students undertake 400 hours of fieldwork, which is draws on national occupational standards in community development with a focus on using a community development approach in a community arts setting.

## Full-time mode

### Community and Youth Work Pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Anthropological Research Methods	AN71089A	30	7	Compulsory	2
Contemporary Social Issues	SW71001B	30	7	Compulsory	1,2
Dissertation	SW71006B	60	7	Compulsory	1,2,3
Fieldwork Report I: Perspectives and Approaches	SW71003B	15	7	Compulsory	1
Fieldwork Report II: Critical Practice	SW71004B	15	7	Compulsory	1,2
Fieldwork III Report: Management, Enterprise and Development	SW71005B	30	7	Compulsory	2,3
Anthropological Theory	AN71081B	0	7	Study Only	1

### Community Development Pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Anthropological Research Methods	AN71089A	30	7	Compulsory	2
Contemporary Social Issues	SW71001B	30	7	Compulsory	1,2
Dissertation	SW71006B	60	7	Compulsory	1,2,3
Fieldwork Report I: Perspectives and Approaches	SW71003B	15	7	Compulsory	1
Fieldwork Report II: Critical Practice	SW71004B	15	7	Compulsory	1,2
Fieldwork III Report: Management, Enterprise and Development	SW71005B	30	7	Compulsory	2,3
Anthropological Theory	AN71081B	0	7	Study Only	1

### Community Arts Pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Anthropological Research Methods	AN71089A	30	7	Compulsory	2

Module Title	Module Code	Credits	Level	Module Status	Term
Contemporary Social Issues	SW71001B	30	7	Compulsory	1,2
Dissertation	SW71006B	60	7	Compulsory	1,2,3
Fieldwork Report I: Perspectives and Approaches	SW71003B	15	7	Compulsory	1
Fieldwork Report II: Critical Practice	SW71004B	15	7	Compulsory	1,2
Fieldwork III Report: Management, Enterprise and Development	SW71005B	30	7	Compulsory	2,3
Anthropological Theory	AN71081B	0	7	Study Only	1

## Part-time mode

### Academic Year of Study 1: Community and Youth Work Pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Anthropological Research Methods	AN71089A	30	7	Compulsory	2
Contemporary Social Issues	SW71001B	30	7	Compulsory	1,2
Anthropological Theory	AN71081B	0	7	Study Only	1

### Academic Year of Study 2: Community and Youth Work Pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation	SW71006B	60	7	Compulsory	1,2,3
Fieldwork Report I: Perspectives and Approaches	SW71003B	15	7	Compulsory	1
Fieldwork Report II: Critical Practice	SW71004B	15	7	Compulsory	1,2
Fieldwork III Report: Management, Enterprise and Development	SW71005B	30	7	Compulsory	2,3

### Academic Year of Study 1: Community Development Pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Anthropological Research Methods	AN71089A	30	7	Compulsory	2

Module Title	Module Code	Credits	Level	Module Status	Term
Contemporary Social Issues	SW71001B	30	7	Compulsory	1,2
Anthropological Theory	AN71081B	0	7	Study Only	1

## Academic Year of Study 2: Community Development Pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation	SW71006B	60	7	Compulsory	1,2,3
Fieldwork Report I: Perspectives and Approaches	SW71003B	15	7	Compulsory	1
Fieldwork Report II: Critical Practice	SW71004B	15	7	Compulsory	1,2
Fieldwork III Report: Management, Enterprise and Development	SW71005B	30	7	Compulsory	2,3

## Academic Year of Study 1: Community Arts Pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Anthropological Research Methods	AN71089A	30	7	Compulsory	2
Contemporary Social Issues	SW71001B	30	7	Compulsory	1,2
Anthropological Theory	AN71081B	0	7	Study Only	1

## Academic Year of Study 2: Community Arts Pathway

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation	SW71006B	60	7	Compulsory	1,2,3
Fieldwork Report I: Perspectives and Approaches	SW71003B	15	7	Compulsory	1
Fieldwork Report II: Critical Practice	SW71004B	15	7	Compulsory	1,2
Fieldwork III Report: Management, Enterprise and Development	SW71005B	30	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**

Increasing student employment prospects is central to this programme. Many of our graduates find work directly or indirectly related to the disciplines relatively soon after graduating. The majority of our students gain work in youth work or community work. Examples of recent graduate employment include:

- Full time health youth worker for a London Borough, leading on LGBTQ awareness and homophobic bullying
- Community Centre based youth worker
- Mentoring and Befriending Co-ordinator at a civil society equalities organisation
- Community Development Worker in a social work team in Hong Kong

Some seek and gain work in a wide range of other settings, often shaped by the particular interests that they develop during their time with us, such as working with refugees or with disability groups. Others join social enterprises to bid for contracts, join newly developing cooperatives or established NGOs in the UK and abroad. There is a growing demand for practitioners to use arts as a tool for youth and community engagement. Many of our placement agencies offer arts activities and placement opportunities.

We have many alumni who have gone on to teaching at university themselves. One of our former students who is now a senior lecturer fed back:

“Studying on the Applied Anthropology, Youth and Community Work Masters provided me with an experience and opportunity to validate 20 years of practice and to consider a wide range of theoretical and disciplinary perspectives. Immediately this impacted on my ability to better articulate a more nuanced and evidence-based understanding of the context that

surrounds practice. Before completing the MA I was promoted to a management post, overseeing six trainee community development posts, and three senior workers (the obvious impact of the course on my work was specifically highlighted during post-interview feedback). It is clear to me that the course delivered positive outcomes in terms of career progression.”

Students from the past recommend the programme to others and recognise the combination of disciplines as unique:

“Put simply, I honestly believe I would not have got any of my three jobs since completing the course in 2003 without the MA. This is mostly reputation. The course has a cachet amongst managers in the voluntary sector, and the assumption is that students are able not only to do development work but also to do it in the right way, with values and processes embedded.”

## **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**

### **Progression Requirements**

Full-time students must normally successfully complete all assessments, with the exception of the final report, before proceeding to the dissertation.

There are no progression requirements for Part-time Year 1 students. Part-time Year 2 students must normally complete all assessments, with the exception of the third report/placement, before proceeding to the dissertation.

### **Personal Tutors**

Each full-time or second year part-time student has a personal tutor from STACS who acts as a continuing source of advice and support. The personal tutor provides advice and guidance on fieldwork, including contracts as well as the student's three fieldwork reports, commenting on plans as appropriate. Students from all cohorts also have a personal tutor in Anthropology for pastoral support, and receive academic support from course convenors. Once a dissertation topic is identified, the student is also allocated a dissertation supervisor from each department.

### **Fieldwork Supervisors**

Fieldwork supervisors provide professional supervision in the field. Students negotiate the contract for their fieldwork with their fieldwork supervisor, as well as their personal tutor (the final version being agreed by all three before each placement starts). The contract form specifies how each of the parties might contact each other, the nature of the learning objectives and duties and the frequency of supervision. STaCS produces a handbook for fieldwork supervisors and arranges departmental supervisors' training. At the end of the placement, the fieldwork supervisor provides a report on the student's progress, together with a recommendation as to whether the student should pass the placement. Each student also meets with a supervisor and tutor for a 3 way assessment meeting.

### **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](http://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](#).