

BA (Hons) Environment and Social Change

Programme Specification

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

Teaching Institution: Goldsmiths, University of London

Final Award: BA (Hons)

Programme Name: BA (Hons) Environment and Social Change

Total credit value for programme: 360

Name of Interim Exit Award(s):

Certificate of Higher Education in Environment and Social Change

Diploma of Higher Education in Environment and Social Change

Duration of Programme: 3 years Full time

UCAS Code(s): L217

HECoS Code(s):

(100436) Anthropology (30%)

(100505) Sociology (40%)

(100491) Politics (30%)

QAA Benchmark Group: Sociology, Anthropology, Politics

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: May 2024

Home Department: Sociology

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

Anthropology, Politics & International Relations

Programme overview

From climate change, biodiversity loss, and the challenges of sustainability, to racism, inequalities, and migration, responding to the challenges of the twentieth century and driving social change locally and worldwide is more important than ever, and it requires new thinking and new tools that cut across disciplines and boundaries.

The BA (Hons) Environment and Social Change will offer you a unique opportunity to engage with cutting-edge, interdisciplinary approaches to address the urgency of

contemporary ecological crises in creative and thoughtful ways, to understand their wider histories and contexts, and to drive social, cultural and political transformations locally and globally. Drawing insights and perspectives from across the social sciences, you will be encouraged to explore the social, cultural and political dimensions that shape contemporary environmental issues, and you'll develop theoretical knowledge and skillset about the relationships between humanity and the environment that will allow you to become an agent of social change, and to develop your career as an expert in environment and sustainability, cultural transformation, and social justice. This programme will help you develop a critical understanding of our turbulent times, and it will empower you develop key interdisciplinary skills for social and environmental research, creativity, communication, and activism.

Building on Goldsmiths' leading role in the development of a comprehensive climate education, as well as its Green New Deal, the BA (Hons) Environment and Social Change takes a distinctive, interdisciplinary perspective, equipping students with a critical understanding of the complex web of interconnections that bind peoples, animals, bodies, soils, ideas, technologies, practices, institutions, cultures, and histories with their changing environments. You will explore the wider social, cultural, political and economic dimensions of contemporary environmental issues, while developing practical and transferable skills that empower you to become active agents of environmental, social and cultural change in your local communities and in the wider world.

This 3-year programme follows a structure in synergy with both Goldsmiths' Connected Curriculum and with the complementary and interdisciplinary perspectives offered by specialisms across the School of Culture & Society. In this way, you will both be able to gain specialised knowledge and skills directly related to environmental and climate issues, and to complement this core focus with a broader spectrum of core and optional modules (including placements) that will enable you to acquire the critical thinking, analytical, communication, and transferable skills they will need to succeed in your future career.

The BA (Hons) Environment and Social Change draws on Goldsmiths' strengths and leadership on environmental issues, including its Green New Deal. We employ research-led modes of pedagogy that encourage bold, innovative and creative intellectual engagement with questions, theories and ideas, as well as the development of relevant skills and methodological tools that empower you as students to become both rigorous researchers and agents of social change. At the same time, it will allow you to benefit from our location at the heart of a global city that is home to major cultural, scientific, artistic, and political institutions, movements and NGOs that play world-leading roles in furthering environmental knowledge, thought and action.

Programme entry requirements

A-level: BBB BTEC: DDM IB: 33 Points, HL655 Access: 60 credits overall with 30 distinctions and distinctions/merits in social science subject.

International Foundation Certificate in Social Sciences

International Foundation Certificate in Media, Culture and Society

Programme learning outcomes

Students who successfully complete modules to the value of 120 credits at Level 4 (Year 1) may exit the programme with the award of the Certificate of Higher Education in Environment and Social Change. They will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Acquire a basic knowledge and critical understanding of key concepts and interdisciplinary social science approaches to climate and environmental ideas, issues, histories and institutions.	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today
A2	Develop a basic understanding of the relationship between environments, individuals, groups and social institutions.	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today
A3	Demonstrate a basic understanding of the crucial role of society in environmental transformations and climate change.	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today
A4	Demonstrate a basic ability to apply critical theories and perspectives in the analysis of socio-environmental issues;	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1

A5	Develop a basic understanding the various types of social processes that drive social and environmental change.	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today
A6	Demonstrate a basic ability to distinguish the specificity of social science knowledge in relation to other knowledge-claims about the world, demonstrating an understanding of the role of the social sciences within a broader spectrum of academic disciplines, as well as an appreciation of key political and philosophical traditions that inform them.	Environmental Ideas and Social Change; Methods of Worldmaking 1 and 2; Anthropology Today
A7	Demonstrate a basic understanding of the importance of interdisciplinary, cross-disciplinary, and transnational inquiry in relation to social, cultural, political and environmental challenges.	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today.
A8	Demonstrate a basic knowledge of quantitative methods and data to socio-environmental research, what social problems require quant methods, how quants are involved in framing social science problems.	Methods of Worldmaking 1.
A9	Demonstrate a basic knowledge and understanding of key debates concerning the politics of climate change and environmental transformation	Environmental Ideas and Social Change; Colonialism, Power & Resistance; Anthropology Today
A10	Show a basic understanding of the diversity and relevance of research methods, research techniques and methods of data analysis used in the social sciences.	Methods of Worldmaking 1
A11	Show a basic understanding of how research is conducted as a process (in different stages) including how research questions are generated, how data are collected and analysed, and how	Methods of Worldmaking 1; Identity, Environment and Agency 1; Anthropology Today;

	conclusions are reached on the basis of empirical research.	
A12	Demonstrate a basic ability to evaluate the strengths and weaknesses of different methodological traditions and discern the appropriate application of different approaches to solving social research problems.	Methods of Worldmaking 1; Anthropology Today;
A13	Show a basic ability to employ analytical tools from different traditions in the social sciences to examine the empirical social world.	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
A14	Develop a basic literacy in the diversity of theoretical approaches used within contemporary social sciences	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
A15	Develop a basic ability to apply fundamental social science principles and concepts outside the teaching context in which they were initially introduced.	Identity, Environment and Agency 1;
A16	Demonstrate a basic understanding of social divisions globally and within societies;	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
A17	Demonstrate basic knowledge and understanding of classical debates and contemporary interventions in questions of environment and society.	Environmental Ideas and Social Change; Colonialism, Power & Resistance; Anthropology Today;

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Attain a basic ability to critically read, dissect and engage with an academic text	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
B2	Recognise, understand, explain and apply a social science argument, concept or idea, and compare and contrast ideas across a range of thinkers and writers.	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
B3	Develop basic knowledge and skills in a range of traditional and emerging research methods	Methods of Worldmaking 1; Anthropology Today
B4	Attain a basic ability to evaluate the use of different research methods in practice, apply appropriate methodological approaches to different types of social science question, and situate these within broader methodological literature	Methods of Worldmaking 1
B5	Experience problem-solving in groups	Environmental Ideas and Social Change; Methods of Worldmaking 1
B6	Attain a basic ability to locate, assemble and interpret appropriate information from a range of resources in self-directed learning and to inform social science research	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
B7	Develop basic abilities to analyse, evaluate, discuss, and synthesise complex texts, theories and empirical evidence.	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
B8	Apply theoretical and methodological approaches and concepts to specific issues and real-world problems	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1

B10	Acquire a basic ability to interpret, evaluate and assess the characteristics, strengths and weaknesses of theories and empirical evidence.	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
B11	Demonstrate basic skills in oral, written and multimedia communication	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
B12	Acquire a basic ability to apply a decolonial and anti-racist understanding to issues of power and knowledge in relation to ecological issues	Environmental Ideas and Social Change; Colonialism, Power & Resistance; Anthropology Today;

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Develop a basic knowledge of how to evidence a social science argument by using consistent and appropriate referencing to avoid plagiarism	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
C2	Acquire basic skills in computer-assisted methods in social research	Methods of Worldmaking 1
C3	Demonstrate basic knowledge and understanding of sound ethical and reflexive social research across a range of research designs and methods, including reflecting on how your knowledge and learning has been shaped by your lived experiences	Methods of Worldmaking 1; Identity, Environment and Agency 1
C4	Demonstrate basic knowledge and understanding of the pertinence and difference between quantitative and qualitative research methods.	Methods of Worldmaking 1; Anthropology Today
C5	Demonstrate basic skills in different styles of methodological writing, including the description and critical evaluation of methodological approaches and practices	Methods of Worldmaking 1; Anthropology Today
C6	Develop a basic ability to compare and contrast arguments and ideas across a	Environmental Ideas and Social Change; Identity, Environment and

	range of disciplines and thinkers, and an ability to identify the historical context of these arguments.	Agency 1; Colonialism, Power & Resistance; Anthropology Today;
C7	Acquire a basic ability to differentiate between statements of opinion and statements grounded in scholarly rigour	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
C8	Develop a basic social science argument about a specific socio-environmental problem against the background of pre-existing and competing arguments.	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
C9	Recognise the relevance of social science knowledge to public, political, economic and ecological debates	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Develop basic communication and discussion skills	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
D2	Develop the basic skills for presenting rational arguments and reading and listening critically.	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
D3	Develop time management skills	Environmental Ideas and Social Change; Identity, Environment and Agency 1; Colonialism, Power & Resistance; Anthropology Today; Methods of Worldmaking 1
D4	Work collaboratively as a member of a group	Environmental Ideas and Social Change; Identity, Environment and

	Agency 1; Methods of Worldmaking 1
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Students who successfully complete modules to the value of 120 credits at Level 5 (Year 2) may exit the programme with the award of the Diploma of Higher Education in Environment and Social Change. They will be able to:

Code	Learning outcome	Taught by the following module(s)
A1	Acquire a solid knowledge and critical understanding of key concepts and interdisciplinary social science approaches to climate and environmental ideas, issues, histories and institutions.	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
A2	Develop a solid understanding of the relationship between environments, individuals, groups and social institutions.	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
A3	Demonstrate a solid understanding of the crucial role of society in environmental transformations and climate change.	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
A4	Demonstrate an ability to critically apply critical theories and perspectives in the analysis of socio-environmental issues;	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
A5	Develop a critical understanding of the various types of social processes that drive social and environmental change.	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
A6	Demonstrate an ability to critically evaluate social science knowledge in relation to other knowledge-claims about the world, demonstrating an understanding of the role of the social sciences within a broader spectrum of academic disciplines, as well as an appreciation of key political and	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project

	philosophical traditions that inform them.	
A7	Demonstrate an understanding of the importance and limitations of interdisciplinary, cross-disciplinary, and transnational inquiry in relation to social, cultural, political and environmental challenges.	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
A8	Demonstrate a solid knowledge of quantitative methods and data to socio-environmental research, their potentials and limitations, and how quants are involved in framing social science problems.	Methods of Worldmaking 2.
A9	Critically analyse and evaluate key debates concerning the politics of climate change and environmental transformation	Critical Ecologies; The Politics of Climate Change;
A10	Show a solid understanding of the diversity and relevance of research methods, research techniques and methods of data analysis used in the social sciences. This includes the research process, developing research problems, research design, assessing the relative strengths and weaknesses of particular research methods for particular research problems, the practical application of research design strategies and methods and real world practical and ethical issues in social research.	Methods of Worldmaking 2; The Goldsmiths Project
A11	Show a reflexive understanding of how research is conducted as a process (in different stages) including how research questions are generated, how data are collected and analysed, and how	Methods of Worldmaking 2; The Goldsmiths Project

	conclusions are reached on the basis of empirical research.	
A12	Critically evaluate the strengths and weaknesses of different methodological traditions and discern the appropriate application of different approaches to solving social research problems.	Methods of Worldmaking 2; The Goldsmiths Project
A13	Critically employ analytical tools from different traditions in the social sciences to examine the empirical social world.	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
A16	Demonstrate ability to critically evaluate and critically challenge received opinion on social and environmental issues.	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
A17	Critically evaluate and apply fundamental social science principles and concepts outside the teaching context in which they were initially introduced.	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
A18	Develop reflexive knowledge of the challenges and practicalities encountered when conducting small scale social science research	The Goldsmiths Project;
A19	Demonstrate an informed and critical understanding of social divisions globally and within societies;	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
A20	Demonstrate solid knowledge and understanding of classical debates and contemporary interventions in questions of environment and society.	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
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B1	Develop a solid ability to critically read, dissect and engage with an academic text	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2;
B2	Evaluate and critical analyse a social science argument, concept or idea, and compare and contrast ideas across a range of thinkers and writers.	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
B3	Develop solid knowledge and critical skills in a range of traditional and emerging research methods	Methods of Worldmaking 2
B4	Critically evaluate the use and limitations of different research methods in practice, apply appropriate methodological approaches to different types of social science question, and situate these within broader methodological literature	Methods of Worldmaking 2; The Goldsmiths Project
B5	Acquire new competencies in problem-solving in groups	Methods of Worldmaking 2; The Goldsmiths Project
B6	Acquire new competencies in assembling and interpreting appropriate information from a range of resources in self-directed learning and to inform social science research	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
B7	Critically analyse, evaluate, discuss, and synthesise complex texts, theories and empirical evidence.	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
B8	Critically evaluate theoretical and methodological approaches and concepts to specific issues and real-world problems	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
B9	Reflexively interpret, evaluate and assess the characteristics, strengths and weakness of theories and empirical evidence, including empirical data created by yourself or others	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
B11	Develop skills in effective oral, written and multimedia communication	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
B12	Synthesise and communicate complex ideas clearly to different types of non-	Methods of Worldmaking 2; Confronting Climate Crisis

	academic audiences, including making persuasive arguments	
B13	Critically develop a decolonial and anti-racist understanding to issues of power and knowledge in relation to ecological issues	Critical Ecologies; The Politics of Climate Change;

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Develop a solid ability to evidence a social science argument by using consistent and appropriate referencing to avoid plagiarism	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
C2	Acquire critical skills in computer-assisted methods in social research	Methods of Worldmaking 2
C3	Critically evaluate approaches to sound ethical and reflexive social research across a range of research designs and methods, including critically reflecting on how your knowledge and learning has been shaped by your lived experiences	Methods of Worldmaking 2; The Goldsmiths Project
C4	Demonstrate critical knowledge and understanding of the critical differences between quantitative and qualitative research methods.	Methods of Worldmaking 2
C5	Consolidate skills in different styles of methodological writing, including the description and critical evaluation of methodological approaches and practices	Critical Ecologies; Methods of Worldmaking 2; The Goldsmiths Project
C6	Acquire new competencies in gathering, and critically evaluating empirical data and information through a range of appropriate research methods	Methods of Worldmaking 2; The Goldsmiths Project.
C7	Develop an ability to critically evaluate and elaborate arguments and ideas across a range of disciplines and thinkers, and an ability to identify the historical context of these arguments.	Critical Ecologies; The Politics of Climate Change;
C8	Acquire new competencies in developing social science arguments about a specific socio-environmental problem against the	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project

	background of pre-existing and competing arguments.	
C9	Critically evaluate the relevance of social science knowledge to public, political, economic and ecological debates	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Develop effective communication and discussion skills	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
D2	Consolidate skills in effectively presenting rational arguments and reading and listening critically	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
D3	Develop time management skills	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project
D4	Work collaboratively as a member of a group	Methods of Worldmaking 2; The Goldsmiths Project
D5	Develop the capacity for independent judgement and open-mindedness.	Critical Ecologies; The Politics of Climate Change; Methods of Worldmaking 2; The Goldsmiths Project

Students who successfully complete the BA (Hons) Environment and Social Change programme will be expected to have acquired the following knowledge, understanding and skills:

Code	Learning outcome	Taught by the following module(s)
A1	Acquire a comprehensive knowledge and critical understanding of key concepts and interdisciplinary social science approaches to climate and	Modules across the degree from levels 4-6.

	environmental ideas, issues, histories and institutions.	
A2	Develop an in-depth understanding of the relationship between environments, individuals, groups and social institutions.	Modules across the degree from levels 4-6.
A3	Demonstrate a detailed understanding of the crucial role of society in environmental transformations and climate change.	Modules across the degree from levels 4-6.
A4	Demonstrate a consolidated ability to critically apply critical theories and perspectives in the analysis of socio-environmental issues;	Modules across the degree from levels 4-6.
A5	Develop a systematic understanding of the various types of social processes that drive social and environmental change.	Modules across the degree from levels 4-6.
A6	Demonstrate an ability to comprehensively evaluate social science knowledge in relation to other knowledge-claims about the world, displaying a critical understanding of the role of the social sciences within a broader spectrum of academic disciplines, as well as an appreciation of key political and philosophical traditions that inform them.	Modules across the degree from levels 4-6.
A7	Demonstrate a detailed understanding of the importance and limitations of interdisciplinary, cross-disciplinary, and transnational inquiry in relation to social, cultural, political and environmental challenges.	Modules across the degree from levels 4-6.
A8	Demonstrate an advanced knowledge of methods and data relevant to socio-environmental research, their potentials and limitations, and how they are involved in framing social science problems.	Modules across the degree from levels 4-6.

A9	Comprehensively analyse and evaluate key debates concerning the politics of climate change and environmental transformation	Modules across the degree from levels 4-6.
A10	Show a systematic understanding of the diversity and relevance of research methods, research techniques and methods of data analysis used in the social sciences. This includes the research process, developing research problems, research design, assessing the relative strengths and weaknesses of particular research methods for particular research problems, the practical application of research design strategies and methods and real world practical and ethical issues in social research.	Modules across the degree from levels 4-6.
A11	Show a detailed, reflexive understanding of how research is conducted as a process (in different stages) including how research questions are generated, how data are collected and analysed, and how conclusions are reached on the basis of empirical research.	Modules across the degree from levels 4-6.
A12	Systematically evaluate the strengths and weaknesses of different methodological traditions and discern the appropriate application of different approaches to solving social research problems.	Modules across the degree from levels 4-6.
A13	Critically deploy analytical tools from different traditions in the social sciences to examine the empirical social world.	Modules across the degree from levels 4-6.
A16	Demonstrate an advanced ability to critically evaluate and challenge	Modules across the degree from levels 4-6.

	received opinion on social and environmental issues.	
A17	Critically determine and apply fundamental social science principles and concepts outside the teaching context in which they were initially introduced.	Modules across the degree from levels 4-6.
A18	Develop comprehensive knowledge of the challenges and practicalities encountered when conducting small scale social science research	Modules across the degree from levels 4-6.
A19	Demonstrate an in-depth and critical understanding of social divisions globally and within societies;	Modules across the degree from levels 4-6.
A20	Demonstrate comprehensive knowledge and understanding of classical debates and contemporary interventions in questions of environment and society.	Modules across the degree from levels 4-6.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Develop a capacity for insight in critically reading, dissecting and engaging with an academic text	Modules across the degree from levels 4-6.
B2	Coherently evaluate and critically analyse a social science argument, concept or idea, and compare and contrast ideas across a range of thinkers and writers.	Modules across the degree from levels 4-6.
B3	Develop comprehensive knowledge and critical skills in a range of traditional and emerging research methods	Modules across the degree from levels 4-6.
B4	Critically evaluate and persuasively deploy different research methods in practice, initiating appropriate methodological	Modules across the degree from levels 4-6.

	approaches to different types of social research questions	
B5	Acquire new competencies in systematically assembling and interpreting appropriate information from a range of resources in self-directed learning and to inform social science research	Modules across the degree from levels 4-6.
B6	Critically and persuasively analyse, evaluate, discuss, and synthesise complex texts, theories and empirical evidence.	Modules across the degree from levels 4-6.
B7	Systematically evaluate theoretical and methodological approaches and concepts to specific issues and real-world problems	Modules across the degree from levels 4-6.
B8	Persuasively interpret, evaluate and assess the characteristics, strengths and weakness of theories and empirical evidence, including empirical data created by yourself or others	Modules across the degree from levels 4-6.
B9	Expand skills in effective oral, written and multimedia communication	Modules across the degree from levels 4-6.
B10	Synthesise and communicate complex ideas clearly to different types of non-academic audiences, including making persuasive arguments	Modules across the degree from levels 4-6.
B11	Critically and persuasively develop a decolonial and anti-racist understanding to issues of power and knowledge in relation to ecological issues	Modules across the degree from levels 4-6.
B12	Confidently develop independent thinking and clear self-expression and be able to make reliable critical evaluations in accordance with socio-environmental theories and concepts.	Dissertation; Modules across the degree from levels 4-6.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Expand an ability to systematically evidence a social science argument by using consistent and appropriate referencing to avoid plagiarism	Modules across the degree from levels 4-6.

C2	Develop advanced, critical skills in computer-assisted methods in social research	Modules across the degree from levels 4-6.
C3	Systematically evaluate approaches to sound, ethical and reflexive social research across a range of research designs and methods, including critically reflecting on how your knowledge and learning has been shaped by your lived experiences	Modules across the degree from levels 4-6.
C4	Demonstrate comprehensive knowledge and understanding of the critical differences between quantitative and qualitative research methods.	Modules across the degree from levels 4-6.
C5	Expand skills in different styles of methodological writing, including the description and critical evaluation of methodological approaches and practices	Modules across the degree from levels 4-6.
C6	Acquire new competencies in gathering, and critically evaluating empirical data and information through a range of appropriate research methods	Modules across the degree from levels 4-6.
C7	Develop an ability to systematically evaluate and elaborate arguments and ideas across a range of disciplines and thinkers, and an ability to identify the historical context of these arguments.	Modules across the degree from levels 4-6.
C8	Acquire new competencies in developing persuasive social science arguments about a specific socio-environmental problem against the background of pre-existing and competing arguments.	Modules across the degree from levels 4-6.
C9	Persuasively evaluate the relevance of social science knowledge to public, political, economic and ecological debates	Modules across the degree from levels 4-6.
C11	Expand the ability to independently design, plan, execute and write up a dissertation.	Modules across the degree from levels 4-6; Dissertation.

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Expand the ability for effective communication and discussion to specialist and non-specialist audiences	Modules across the degree from levels 4-6; Dissertation.
D2	Consolidate skills in confidently and effectively presenting rational arguments and reading and listening critically	Modules across the degree from levels 4-6; Dissertation.
D3	Consolidate effective time management skills	Modules across the degree from levels 4-6; Dissertation.
D4	Expand ability to work collaboratively and constructively as a member of a group	Modules across the degree from levels 4-6; Dissertation.
D5	Consolidate the capacity for independent judgement and open-mindedness.	Modules across the degree from levels 4-6; Dissertation.

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level. A grade of 80-100% is awarded when candidates show outstanding and highly advanced application and understanding of theoretical or methodological areas, an original, critical and sophisticated approach.
70-79%	1st: First (Excellent)	Represents the overall achievement of the appropriate learning outcomes to an excellent level. A grade of 70-79% is awarded when candidates show an advanced or sophisticated understanding and application of theoretical or methodological areas in critical, original and independent ways in relation to the module learning outcomes. They will demonstrate an ability to engage with a wide range of relevant sources and to

		relate these sources clearly and reflexively to the assignment topic and to structure their own arguments in compelling ways.
60-69%	2.1: Upper Second (Very good)	Represents the overall achievement of the appropriate learning outcomes to a good level. A grade of 60-69% is awarded when candidates show consistency and fluency in discussing and evaluating appropriate reading from a range of sources (or bringing a range of reading to bear on analysis of, for example, texts). They will demonstrate an ability to relate this reading clearly to the assignment topic and to structure their own ideas in clear and coherent ways. They will clearly have understood, assimilated and responded to the relevant literature. The submission will demonstrate the effective application of appropriate knowledge, understandings and skills specified in the module learning outcomes.
50-59%	2.2: Lower Second (Good)	Represents the overall achievement of the appropriate learning outcomes to a threshold level. A grade of 50-59% is awarded when there is evidence of knowledge and understanding, but where there is limited development of ideas and critical comment. The submission will demonstrate an overall satisfactory application of knowledge, understandings and skills specified in the module learning outcomes. There will be reference to relevant reading, though not necessarily critical evaluation or a fully consistent structure of arguments. Within these limitations there will be some indication that the candidate has grasped fundamental concepts in the field and the point of the question.
40-49%	3rd: Third (Pass)	Represents the overall achievement of the appropriate learning outcomes to a threshold level. A grade of 40-49% is awarded when a candidate provides some evidence that they have engaged with relevant sources but shows that their understanding is limited or contradictory, and organisation of the essay is inadequate. The assignment will demonstrate that the majority of the appropriate module learning outcomes are achieved to a satisfactory level. However, the point of the question is not fully grasped or knowledge for responding to the question is lacking. There is no critical evaluation of sources and reading.
25-39%	Fail	Represents an overall failure to achieve the appropriate learning outcomes. A grade of 25-39% is awarded when the majority of the module learning outcomes are not achieved. There is some recognition of the question but no clarity and no

		evidence of sufficient knowledge or understanding to respond to it.
10-24%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes (shall be deemed a valid attempt and not necessarily required to be re- sat)
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

Mode of study

Full time; on-campus.

Programme structure

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Environmental Ideas and Social Change	SO51021A	30	4	Compulsory	Autumn-Spring
Methods of Worldmaking 1	SO51016A	30	4	Compulsory	Autumn-Spring
Anthropological Ideas Today	AN51017D	15	4	Compulsory	Spring
Colonialism, Power and Resistance	PO51013E	30	4	Compulsory	Autumn-Spring
Identity, Agency & Environment 1	CC51001A	15	4	Compulsory	Autumn

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Critical Ecologies: Black, Indigenous, Queer and Transnational Approaches	AN52021B	15	5	Compulsory	Autumn
The Politics of Climate Change	PO52056A	15	5	Compulsory	Spring

Module Name	Module Code	Credits	Level	Module Type	Term
Methods of Worldmaking 2	SO52130B	30	5	Compulsory	Autumn-Spring
The Goldsmiths Elective	Multiple	15	5	Compulsory	Autumn or Spring
The Goldsmiths Project	CC52001A	15	5	Compulsory	Spring
<i>A total of 30 CATs from the following</i>					
Anthropology Work Placement	AN53075B	15	5	Optional	Spring
Sociology Work Placement	SO53167B	30	5	Optional	Autumn-Spring
Social Change and Political Action	SO52078C	15	5	Optional	Autumn or Spring
Global Governance and World Order	PO52035D	15	5	Optional	Autumn or Spring
Rough Politics	PO52033C	15	5	Optional	Autumn or Spring
Indigenous Cosmopolitics, Anthropology, and Global Justice	AN52023A	15	5	Optional	Autumn
Thinking through Race	AN52018C	15	5	Optional	Autumn or Spring
Working with Images	AN52008D	15	5	Optional	Autumn or Spring

Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
Dissertation	SO53035A	30	6	Compulsory	Autumn-Spring
Confronting Climate Crisis	SO53021C	15	6	Compulsory	Autumn
<i>A total of 15 CATs from the following</i>					

Module Name	Module Code	Credits	Level	Module Type	Term
Sustainable Development	PO53071A	15	6	Optional	Autumn or Spring
Anthropology and the Environment	AN53021A	15	6	Optional	Autumn
<i>A total of 60 CATs from the following</i>					
Sustainable Development (if not chosen as compulsory)	PO53071A	15	6	Optional	Autumn or Spring
Anthropology and the Environment (if not chosen as compulsory)	AN53021A	15	6	Optional	Autumn
Sociology Work Placement (if no placement done in Y2)	SO53167A	30	6	Optional	Autumn-Spring
Anthropology Work Placement (if no placement done in Y2)	AN53075B	15	6	Optional	Spring
Politics Work Placement (if no placement done in Y2)	PO53013D	15	6	Optional	Spring
Thinking Animals	SO53158A	15	6	Optional	Spring
The Ethics and Economics of Environmental Protection	PO53046A	15	6	Optional	Autumn or Spring
Borders and Migration	AN53077A	15	6	Optional	Autumn or Spring
Critical Voices in Development	AN53023C	15	6	Optional	Autumn or Spring

Module Name	Module Code	Credits	Level	Module Type	Term
New Radical Political Economy	PO53010C	15	6	Optional	Autumn or Spring
Contentious Politics in Africa	PO53057C	15	6	Optional	Autumn or Spring

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success. All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support. The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

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

Placement opportunities

As an interdisciplinary programme with a strong focus on social change, the BA (Hons) Environment and Social Change program is designed to maximise opportunities for students to engage in experiential work-based learning, develop their employability skills, and demonstrate their methods of working collaboratively and of applying their learning to real world problems.

As such, students in this programme will have the opportunity to do a work placement module on either Year 2 or Year 3 of their programme, and to choose from the range of placement modules offered by the three participating departments (Anthropology, Politics & International Relations, and Sociology). Students will be supported by the Careers Service and the respective module convenor(s) to secure their own placement at a relevant organization or grassroots activist network, and to develop their employability skills through dedicated careers sessions and academic workshops and seminars.

The **Anthropology Work Placement module** provides an introduction to the anthropology of work and organisations alongside a practical work placement, through which students develop and apply their anthropological knowledge while gaining key career development skills. It is available in Y2 or Y3, and valued at 15 CATs.

The **Sociology Work Placement module** aims to provide students with experiential learning opportunities, in voluntary sector agencies, serving locally based communities in

South East London. It is available in Y2 or Y3, and valued at 30CATs aggregated over two terms.

The **Politics Work Placement module** aims to provide students with experiential learning opportunities in a range of organisations in the NGO sector such as charities, think-tanks and pressure groups, bodies connected with international organisations, appropriate businesses, and political parties. It is available in Y3, and valued at 15 CATs.

NB: Student enrolment in a placement module is subject to successfully securing a placement. While every effort will be made to support students in sourcing a placement (including through our ongoing partnerships available through CareerSPACE), this remains the student's responsibility. In the unlikely event that a placement in a relevant organization is not obtained in a timely manner, students may be asked to choose another 15 CAT option from the relevant list.

Employability and potential career opportunities

The BA (Hons) Environment and Social Change program is thoughtfully designed to integrate theory and practice while preparing students for a wide range of employment opportunities. As a cutting edge, interdisciplinary programme, it responds to the high demand for 'green jobs' and 'green skills,' which has been increasing and will continue to do so as countries seek to meet their climate change targets and drive just sustainability transitions. These include a variety of roles in these sectors that ought to be especially attractive to students in this programme, including (but not limited to):

- Sustainability consultant
- Environmental consultant
- Environmental education officer
- International aid/development worker
- Policy/research assistant
- Civil service fast streamer
- Government social research officer
- Local government officer
- Policy officer
- Diplomatic service officer
- Social impact coordinator

In order to enhance graduates' ability to pursue careers relevant to the programme and develop their own professional pathways, the programme embeds employability dimensions throughout the curriculum. These include highlighting and enabling students to understand

the critical, transferable and social change skills they develop through the programme in ways that enable them to articulate and link them to professional pathways and their own visions of success.

Students are also encouraged to actively engage with both the Careers team and module and programme convenors in preparing and planning for the Placements optional modules available to them in either Year 2 or 3.

Moreover, through the Social Change Project module of the Connected Curriculum students have the opportunity to increase their experiential work-based learning, develop their employability skills, and demonstrate their methods of working collaboratively and of applying their learning to real world problems.

Throughout the Dissertation process, students in Year 3 will also be encouraged to link their research project to graduate destinations, reflection on how their knowledge, skills, methods, and applications of theory can be professionally showcased. Information about relevant schemes and pathways for graduate jobs will be circulated through the VLE and other means of communication throughout the year (in collaboration with Careers Service).

The requirements of a Goldsmiths degree

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 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. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

Year 1 = Level 4 Year 2 = Level 5 Year 3 = Level 6

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
- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the

achievement of a programme's learning outcomes. These are designated as "Non-compensatable" for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

Tuition fee costs

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

Specific programme costs

Not Applicable.