Goldsmiths
UNIVERSITY OF LONDON

BA Social and Community Work
Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Final Award: BA

Programme Name: BA Social and Community Work

Total credit value for programme: 360

Name of Interim Exit Award(s): Pg Cert, PG dip

Certificate of Higher Education in Social Science, Community Development and Youth Work

Diploma of Higher Education in Social Science, Community Development and Youth Work

Duration of Programme: 3 years Full Time, 4 years part time

UCAS Code(s): L541

HECoS Code(s):

(100466) Youth and Community Work (50%)

(100471) Social Sciences (30%)

(100476) Social Work (20%)

QAA Benchmark Group: Youth and Community Work

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated / approved: May 2024

Home Department: Department for Social, Therapeutic and Community Studies

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

Not applicable

Programme Synopsis

Rooted in social justice work, facilitating student leadership abilities and qualities to bring change tackling inequality in society, a distinctive feature of the BA Social and Community Work programme is that it prepares students for a wide range of social and community work fields, interfacing between academic study and professional practice. The BA SCW programme is premised on social justice, social change and sustainable development with race and racism central to the teaching, our case studies and theory continuing to reflect the experience of communities confronting the climate emergency, issues around sustainable living, inequality, and social injustice. To this end, the programme integrates academic study

with the development of practice skills and experience, including a fieldwork placement as well as coursework. It is also informed by the changing policy context and its implications for practice. A core aim of the programme, therefore, is to draw upon social science frameworks and understandings to examine and analyse a wide range of practice contexts, and the dilemmas and choices faced by practitioners in social and community work settings. These complementary aspects create a dynamic between intellectual coherence and professional competence which informs the curriculum, ensuring that the relationship between theory and practice is central to the programme. The programme offers some opportunities for studying elsewhere in the Institution, and some modules are open to students from other programmes.

Programme Overview

- The BA (Hons) Social and Community Work programme aims to facilitate the development of critical and competent graduates who are able to operate successfully in a variety of settings and organisations by providing a diverse curriculum which draws on a wide range of intellectual resources, academic disciplines and teaching methods. The programme is supported by a range of academic and professional staff working and researching in the field of Social Sciences and in a range of professional contexts.
- This programme offers a broad introduction to work with communities across the public and social professions. It offers teaching in youth and community work, social work, criminal justice, management, leadership, and mental health.
- The programme combines academic study in the social sciences with practical application to these fields, with the opportunity to undertake fieldwork placements in your area of interest. You will study modules in social work, criminology, mental health, management and leadership, youth work, social enterprise and community development as well as having the chance to specialise in your areas of interest through a range of optional modules including youth justice, global youth work and international development, community arts, work with faith communities and conflict transformation.
- The programme is underpinned by a commitment to social justice and equalities. Students will consider a range of issues throughout your studies including race and racism, disability, LGBT discrimination, among others. They will engage with group processes and be challenged to learn about themselves and develop into reflective professional workers.
- The curriculum focuses on theory and practice – a dynamic between intellectual coherence and professional competence, integrating academic study with the development of practice skills and experience, including fieldwork placements and coursework. The UN Sustainable Development Goals are incorporated across the curriculum, informed by a changing policy context and its implications for practice.

- Group work is the pivotal module introducing all students to the process of experiential learning (reflecting on self in relation to others) that underpins the programme's pedagogy. As part of professional development, this module is focused on student engagement, participating in group work, developing their confidence through actively reflecting on, and vocalising ideas, learning, beliefs, and practice.
- The programme is taught jointly across a range of disciplines, professions including guest lecturers, enabling students to work with a wide range of emerging professionals. Our academic team are both practitioners and researchers, active in the field, published on the importance of social justice and work for change.
- We are a face-to-face university and physical encounter is important to the professions we bring. At the same time, we make full use of technology to connect students to digital resources and networks, use of video, and podcast.
- Weekly groupwork with staff and students, provide an opportunity to voice their experiences including formal and informal feedback at the midway and end points of module. Feedback and evaluations are carefully reflected on and actions for change are regularly reported to students.
- Students connect with each other's context, identities and values finding solidarity in their differences. The programme emphasises hope as a value and a practice in a context of climate emergency and continuing racism and inequality.
- The programme reflects a deep commitment to people as unique and valuable – we work to empower students to explore anti-racism and explore how privilege and power affects each person and community differently, and to consider how their practice could meet this.
- The programme offers opportunities for studying elsewhere in the Institution, and some modules are open to students from other programmes.
- Year 1 has an important formative and foundational function which orientates students to academic study. It aims to extend students' frames of reference through an introduction to social science frameworks, and they are encouraged to think critically about democratic discourses, professional practices, and policy interventions. They will be introduced to frameworks for locating practice in the wider policy context and encouraged to consider some of the implications. They will be prepared for the task of developing disciplined and systematic approaches to practice and will be introduced to a range of group work processes and strategies, as well as the fields of youth and community work, crime and justice, and social work with children and families.
- Year 2 is concerned primarily to develop a sense of professional identity that enables students to engage more critically and creatively centred around a fieldwork placement within an agency of their choice. Students can undertake options that help to develop a more personalised profile. The taught programme will enable students both to consolidate previous learning and to develop their existing knowledge and skills. The combined elements of the programme should

progressively enable them to make judgments about what method of practice is appropriate in varied circumstances and for what purpose. Core aspects of this year include the theory and practice of group work and understanding 'trauma informed practice' and how this is implemented not just in mental health settings but in broader fields of work.

- Year 3 is understood as integrative; students are progressively enabled to develop the capacity to be competent, confident and wise practitioners based on their study and experience. This year students consolidate their development in the Personal and Professional Development module, where they will focus on a professional or personal development project of choice. They will explore themselves as managers and leaders with theoretical applications through a specific module on Management and Leadership. Students are given the opportunity to choose from selected options, to specialize in their areas of interest.

Department Overview

Our goal is to empower students through professional qualification and/or critical learning across Social Work, Youth Work, Community Development and a range of Therapeutic practices. Our particular collection of professions and perspectives uniquely places our graduates to meet stressed and struggling publics in ways which speak to their mental health, well-being, domestic safety and social justice.

We see our students and those that use professional services in the round, as individuals, in relationships, in communities and societies, all with differing skills, experiences, aptitudes and privileges. We tailor teaching and learning to enable each person's growth and development, and we model professional practice which meets service users where they are.

Students will join a community of highly experienced practitioners, educators and researchers, focused on developing the very best of critical, values-driven practitioners and leaders.

We are guided by our own manifesto, developed by students and staff, incorporating 5 values and 5 principles in all our teaching, practice, and research. Students will find these reflected in each module and programme.

Our values are:

1. Anti-racism, equality, diversity and inclusion
2. Social justice and social change
3. Environmental justice
4. Solidarity and Relationships

5. Hopefulness

Our principles are:

1. An ethical commitment to support each other's well-being as teachers and learners:
   - Recognising our humanity at work – spaces to talk, to vent, to share, to support one another
   - Actively working in anti-racist ways and challenging inequality and oppression
2. Inter-disciplinarity:
   - Identifying broad shared critical theory(ies) as the context for critical practice – equipping students with the science and philosophy of knowledge
   - Cross-program teaching on shared and overlapping themes, namely anti-racism, attachment, safeguarding, social policy, research methods, ecology, activism and 'greening' our professions
3. Innovation and Creativity
   - Embedding emotional and intellectual curiosity about racism, anti-racism and identity, the climate emergency and post-COVID practice
   - Taking time to ground our teaching and learning in lived experiences and real-world dilemmas
   - Embedding community arts and creative practices
4. Progressive Partnerships
   - Knowing and working with our neighbours to provide services and spaces to think. The department is in partnership with the NHS and the local authority to run our own mental health and well-being clinic for the local community and London. Students can undertake their placements in the clinic, providing low-cost (free to users) therapeutic services, family support and youth services. The aim is to support the community through better access to well-being services, focusing particularly on Black, Asian and minority ethnic service users and religion and belief communities who are racially and religiously minoritised.
5. Reflexivity
   - Regular staff-student get-togethers to ask ourselves what are we doing well, what are we getting wrong, what could we do differently, or additionally?

Programme entry requirements

A-Level Grades CC - or equivalent qualifications and/or experience. Applicants who don't meet the academic entry requirements will be interviewed about their relevant work/practical experience in the fields of study, and their readiness for university study, and considered for the programme on this basis.

Students with English as a second language will need to be able to demonstrate the required level of English Language competence to enrol on the programme. Tests considered appropriate include:

- International English Language Testing System (IELTS) – pass with at least 6.0 overall and a minimum of 6.0 in the written element.
- TOEFL score of at least 580 including 4.5 in the Test of Written English (TWE), or 237 in the Computerised test (CT) including 4.5 in the essay component, or 92 in the Internet based test (IBT) with a minimum of 23 in the written element.
- International GCSE (IGCSE) English as a second language at Grade C
- Cambridge Certificate of Proficiency of English (CPE) at grade C or above
- Cambridge Certificate in Advanced English (CAE) at grade B or above

Aims of the programme

The Department of Social, Therapeutic and Community Studies is a large, multidisciplinary department whose strengths lie in its teaching, community engagement and links with the local and professional communities it serves. There is a broad commitment to social justice and to working with the most challenging, disadvantaged and distressed members of our society through critically reflexive learning, teaching, practice and research.

Many of our undergraduate and postgraduate programmes attract part-time, mature students and students from social groups underrepresented in HE. STACS has a very successful record in supporting these students.

The programme successfully recruits mature 'non-traditional' / 'nonstandard' entry students, including those living in the immediate locality.

The overall programme aims are:

- To facilitate the development of critical and competent graduates who are able to operate successfully in a variety of settings and organisations by providing a diverse curriculum which draws on a wide range of intellectual resources, academic disciplines and teaching methods, supported by a range of academic and professional staff working and researching in the field of Social Sciences and in a range of professional contexts.

More specifically the aims of the programme are:

1. To promote academic and professional rigour by providing opportunities to explore and critically analyse a range of theoretical perspectives, and their practical application.
2. To develop the ability to critically engage with policy, particularly as it affects vulnerable people from a wide range of social, cultural and economic backgrounds;

3. To enable the development of knowledge and a range of transferable skills which will contribute to personal, intellectual and career development and which can be applied in a wide range of professional occupations in the voluntary, statutory sector and inter- professional organisations;
4. To enable the development of reflective and reflexive practice, and the confidence and competence to work independently and as a member of a team
5. To enhance critical understanding of equality, diversity, citizenship and democracy and to develop the ability to address them creatively in community contexts.

Programme learning outcomes

The learning outcomes are devised by academic staff and are informed by QAA Benchmark statement for Community and Youth Work, and the National Occupational Standards for Youth Work and in Community Development, as well as by external examiners and the programme Advisory committee.

The structure and content of the Programme is intended to ensure consistency, coherence and progression across the three years, by identifying a specific pedagogical focus for each year as follows:

Year 1 has an important formative and foundational function which orientates students to academic study. It aims to extend students' frames of reference through an introduction to social science frameworks, and they are encouraged to think critically about Community Development and Youth Work as democratic discourses, professional practices and policy interventions. They will be introduced to frameworks for locating practice in the wider policy context and encouraged to consider some of the implications. They will be prepared for the task of developing disciplined and systematic approaches to practice and will be introduced to a range of group work processes and strategies.

Year 2 is concerned primarily to develop a sense of professional identity that enables students to engage more critically and creatively with the field of practice. Community Development and Youth Work are located within the contemporary context as distinct domains of practice. Students have the opportunity to undertake options that help to develop a more personalised profile. The taught programme will enable students both to consolidate previous learning and to develop their existing knowledge and skills. The combined elements of the programme should progressively enable them to make judgments about what mode or method of practice is appropriate in what circumstances for what purpose.

Year 3 is understood as integrative, whereby students are progressively enabled to develop the capacity to make competent, confident and defensible arguments, to select appropriate

methodologies, to engage with people in empathetic and respectful ways, and to undertake the gradual transition into the field of professional practice. Students are given the opportunity to choose from selected options, including modules elsewhere in the Institution, according to availability.

Students who exit the programme with 120 to 210 credits will be awarded a Certificate of Higher Education in Social and Community Work, and will be able to demonstrate the following knowledge and skills.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate an understanding of practice-based concepts, appropriate values and attitudes	Introduction to Community Development and Youth Work; Criminology, Law and Rights Foundation to Social Work
A2	Demonstrate an awareness of informal education methods and their application	Introduction to Community Development and Youth Work
A3	Demonstrate awareness of the historical and social contexts within which work with communities is located and the key theories and principles related to its practice	Introduction to Community Development and Youth Work Criminology, Law and Rights Foundation to Social Work
A4	Demonstrate an understanding of the centrality of equality issues to working with people	Introduction to Applied Social Science Criminology, Law and Rights Race, Racism and Professional Practice
A5	Demonstrate knowledge of key issues that impact on young people and communities	Introduction to Community Development and Youth Work Criminology, Law and Rights
A6	Demonstrate a basic understanding of research methods	Applied Research Methods
A7	Demonstrate an understanding of group dynamics	Introduction to Group Work
A8	Demonstrate an understanding of the Welfare State, and current developments in the field	Foundation to Social Work

Code	Learning outcome	Taught by the following module(s)
A9	Discuss the relevance of social policy to work with people	Introduction to Applied Social Science Foundation to Social Work Criminology, Law and Rights

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Organise, synthesise and evaluate information from a range of sources	All modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Apply appropriate practice skills with young people and adults	Introduction to Group Work
C2	Increased understanding of issues related to diversity, including faith, gender, sexuality, culture, and disability	Introduction to Applied Social Science Race, Racism and Professional Practice
C3	Demonstrate a range of Knowledge related to work with communities and young people	Introduction to Community Development and Youth Work
C4	Plan and carry out basic research projects	Applied Research Methods 1
C5	Support and develop effective, efficient, and ethical boundaries in work with others	Introduction to Group Work
C6	Work with young people and adults in accordance with the core values of public service	Introduction to Community Development and Youth Work Criminology, Law and Rights Foundation to Social Work
C7	Demonstrate effective group work skills with small and large groups	Introduction to Group Work
C8	Use self-reflective tools	Introduction to Group Work

Code	Learning outcome	Taught by the following module(s)
C9	Critically reflect on the links between professional practice and the social context within which it takes place	Introduction to Applied Social Science

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Apply research skills	Applied Research Methods 1
D2	Recognise links between personal life experience, attitudes and beliefs	Introduction to Group Work Race, Racism and Professional Practice
D3	demonstrate improved written and oral communication skills	All modules
D4	Enhanced problem solving and decision-making skills	Introduction to Group Work
D5	Ability to cope with competing demands and set priorities	All modules
D6	Demonstrate the ability to work effectively as part of a team	Introduction to Group Work

Students who exit the programme with 240 to 330 credits will be awarded a Diploma in Social and Community Work, and in addition to the above, will be able to demonstrate the following knowledge and skills:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Critically evaluate the competing perspectives which underpin work with communities and analyse complex situations	Community Development and Youth Work in Context Youth Justice

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Understand the research process and have the ability to critically evaluate theoretical perspectives within the social sciences which inform research and practice	Applied Research Methods 2
B2	Use selected applied social science theories	Theory, Policy and Politics
B3	Select approaches from a range of perspectives and make use of complex data	Applied Research Methods 2
B4	Ability to capture and interrogate information from a wide of sources	All level 5 modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Identify and evaluate the relevant social, cultural, economic and political factors which impact on lives of young people and the wider community	Theory, Policy, and Politics Youth Justice
C2	Understand the influence of organisational contexts in the development of Community and Youth Work	Community Development and Youth Work in Context
C3	Critically evaluate the tensions between social control and empowerment work	Theory, Policy, and Politics

Code	Learning outcome	Taught by the following module(s)
	with communities, and analyse these from a range of perspectives	Group Work in Theory Group Work in Practice
C4	Detailed understanding of the processes through which inequality is maintainedand legitimised and the ability to demonstrate anti oppressive practice	Theory, Policy, and Politics Group Work in Practice
C5	Plan, manage, and develop projects and work	Personal and Professional Development
C6	Organise and take co responsibility for activities, events and projects	Group Work in Practice
C7	Build relationships with individuals, and groups, which enable them to explore and make sense of their experiences and to plan and take action	Group Work in Theory Group Work in Practice Mental Health and Trauma: Critical and Clinical Explorations
C8	Identify and critically evaluate emerging policy and implications for practice	Mental Health and Trauma: Critical and Clinical Explorations Theory, Policy and Politics

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	AS ABOVE	AS ABOVE

In addition to the above learning outcomes, on completion of the full programme at all three levels, students will demonstrate the following knowledge and understanding:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Understanding of a range of professional practice contexts	All modules levels 4-6

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Combine knowledge, theory, and principles in the analysis of practice and critical evaluation of theory, processes, solutions and outcomes	All level 6 modules
B2	Critically assess various approaches to evaluation	All level 6 modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Effectively manage resources and project development	Management and Leadership
C2	Design and deliver training	Management and Leadership
C3	Understand supervision, non-managerial supervision and management	Management and Leadership
C4	Understand and apply differing approaches to management, accountability and work with various stakeholder communities	Management and Leadership
C5	Create strategies to implement and monitor equality in practical situations	Management and Leadership
C6	Apply management skills	Management and Leadership

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	apply appropriate research methods in a range of settings	Dissertation
D2	work autonomously on extended academic tasks	Dissertation
D3	critically evaluate policy in relation to implementation and practice across a range of institutions and organisations.	Dissertation

In addition to the above learning outcomes, on completion of the full programme at all three levels, students will demonstrate the following knowledge and understanding:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	AS ABOVE	AS ABOVE

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Combine knowledge, theory, and principles in the analysis of practice and critical evaluation of theory, processes, solutions and outcomes	All level 6 modules
B2	Critically assess various approaches to evaluation	All level 6 modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Effectively manage resources and project development	Management and Leadership

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Apply appropriate research methods in a range of settings	Dissertation
D2	Work autonomously on extended academic tasks	Dissertation
D3	Critically evaluate policy in relation to implementation and practice across a range of institutions and organisations	Dissertation

Mode of study

Central to the programme, students will be involved in group work; a participative and engaging experiential approach to learning and teaching that offers the opportunity for students to practice and apply their learning in a very real sense with tutors and each other. Students are challenged to develop self-awareness, understanding the dynamics of human relationships and importantly learning about themselves to develop into a reflective professional worker.

The Social and Community Work programme offers both opportunities for vocational experience and a foundation in a range of employment fields (the housing sector, mental health services, criminal justice, community development, working with young people and management responsibilities in the social and public sectors) and will equip students to work with people in a range of contexts or to qualify in their chosen field of interest at post-graduate level.

The staff team working on this programme bring a range of academic study and expertise drawn from their research and professional practice in a variety of fields. The programme also benefits from regular contributions from visiting lecturers professionally working in a range of social and public organisations.

The learning methods include seminars, workshops, practical exercises, study groups, peer led learning, lectures, fieldwork practice, and experiential group work. This range offers students the opportunity to engage critically both with the experience they bring to the Programme, and the frameworks of knowledge they are exposed to. The Programme offers a supportive culture of learning which is also designed to challenge and extend students' understandings of themselves and the world around them. In particular, distinctions and connections are made between macro and micro contexts, political structures and personal experience, public issues and private troubles. In this way, students have the opportunity to locate the possibilities for individual agency within wider structures of power.

The relationship between theory and practice is core to the teaching. Theoretical models problematize practice in that they raise questions about the way in which it is framed, in whose interests, and to what ends. At the same time, practice problematizes theoretical frameworks which do not take sufficiently into account the realities of daily life. In this respect, the Programme offers a stimulating synthesis of theory and practice which draws extensively on, but is not limited to, students' own experience.

The Programme offers a balance between practical and academic work. It is responsive to changes in the wider political and policy context, and places emphasis on working with communities in ways which empower them to understand and address the contradictory implications. Many of the modules specifically address this educational role, and offer skills and methods which can be developed in the fieldwork practice component of each year.

The Programme is structured in such a way as to gradually increase the competence and confidence of students to make defensible arguments, select relevant methods and engage appropriately with diverse communities.

Students will also take part in a 3 day residential in year 1, focused on group work and peer-led learning.

How you will be assessed

The programme employs a wide range of assessment modes which include a variety of assessment tasks. It is designed to support students' study, becoming increasingly challenging appropriate to stage. The marking criteria below indicates in broad terms how grades are awarded, although this will vary according to the rationale and learning outcomes of particular modules.

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Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Fully addresses the question fully, exceptional level of knowledge and understanding demonstrated, coherent and well-structured with excellent use of language. The quality of discussion, and critical analysis is exceptional, current and relevant materials from a wide range of sources have been used, complete bibliography and excellent presentation, and addresses practice issues including the use of theory to examine and analyse professional issues, highlighting tensions and academic discourse
70-79%	1st: First (Excellent)	Fully addresses the question fully, excellent level of knowledge and understanding demonstrated, coherent and well structured. The quality of discussion, and critical analysis is excellent and relevant materials from a wide range of sources have been used , complete bibliography and good presentation, and addresses practice issues including the use of theory to examine and analyse professional issues
60-69%	2.1: Upper Second (Very good)	Addresses the question, good level of knowledge and understanding demonstrated, coherent and well structured. The quality of discussion, and level of analysis is good and relevant materials from a range of sources have used, complete bibliography and good presentation
50-59%	2.2: Lower Second (Good)	Addresses the question, good level of knowledge and understanding demonstrated, coherent and well-structured with some analysis, use of relevant material, complete bibliography and good presentation
40-49%	3rd: Third (Pass)	Addresses the question, reasonable level of knowledge and understanding demonstrated, coherent with some analysis, use of relevant material
25-39%	Fail	Limited analysis, fails to address the question, lacks structure and coherence. Limited reading, incomplete bibliography and unsatisfactory presentation. Appropriate learning outcomes are not achieved. Re-sit required
10-24%	Bad fail	Extremely limited analysis, fails to address the question, lacks structure, and coherence. Limited reading, incomplete bibliography and unsatisfactory presentation. Appropriate learning outcomes are not achieved. Re-sit required

Mark	Descriptor	Specific Marking Criteria
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

Marking Criteria for Presentations

Presentation elements vary throughout the programme and assessment will be made with the criteria for WRITTEN assessments in mind wherever possible. In addition, presentations will be assessed against the following criteria:

(20%) Effectiveness of delivery of the oral presentation
(40%) Quality of the assessment of the group
(20%) The degree to which the learning process has been articulated

Programme structure

All students must complete all elements of the Programme to receive the award.

Full-time mode

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Introduction to Social Work, Community Development, and Youth Work	CU51050B	15	4	Compulsory	1
Group Work	CU51045B	15	4	Compulsory	1-2
Introduction to Applied Social Science Research	CU51049B	15	4	Compulsory	1
Introduction to Social Science	CU51048C	15	4	Compulsory	1-2
Race, Racism and Professional Practice	CU51047A	15	4	Compulsory	2
Criminology, Law and Rights	CU51052A	15	4	Compulsory	2-3

Module Name	Module Code	Credits	Level	Module Type	Term
Foundation to Social Work	SW51020B	15	4	Compulsory	2-3
Identity, Environment and Agency 2	CC51002A	15	4	Compulsory	2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Community Development and Youth Work in Context	CU52039B	15	5	Compulsory	1
Group Work in Theory	CU52043A	15	5	Compulsory	1-2
Group Work in Practice	CU52042A	15	5	Compulsory (Non-compensatable)	1-2
Theory, Policy and Practice	CU52045B	15	5	Compulsory	1
Mental Health and Trauma: Critical and Clinical Explorations	CU52053B	15	5	Compulsory	2-3
Personal and Professional Development	CU52052A	15	5	Compulsory	2-3
Applied Social Research Methods	CU52049B	15	5	Compulsory	2
PLUS ONE OF					
Arts in the Community	CU52038A	15	5	Optional	3
Youth Justice	CU52046A	15	5	Optional	3
Goldsmiths Elective	Various	15	5	Optional	3

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Social Justice in Community Development and Youth Work	CU53040A	15	6	Compulsory	1
Management and Leadership	CU53039B	15	6	Compulsory	1
Critical Engagement with Social Policy	CU53037A	15	6	Compulsory	2
Conflict Transformation	CU53036A	15	6	Compulsory	2
Dissertation	CU53044A	30	6	Compulsory	2 and 3

Fieldwork Practice	CU53048C	30	6	Compulsory	1-2

Academic support

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

All students 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.

Fieldwork placement opportunities

The Programme has very active involvement with the employment field through its fieldwork practice component.

The programme maintains an agency database both for students to use for securing placements but this is also used as a means of communication between the department and key youth and community organisations.

Employability and potential career opportunities

The programme will equip successful graduates for employment in a variety of voluntary and statutory agencies. These include local authorities, community development teams, learning mentor projects, community participation projects, youth offending teams, schools and various community - based health services. Others have developed their own organisations and social enterprises.

This programme will equip students to work with people in a range of contexts or to qualify in students' chosen field of interest at MA level. The department offers a guaranteed interview and the Goldsmiths alumni discount for all graduates of this programme who meet the entry requirements for selected MA programmes in Community Development, Youth Work, and a range of Counselling and Therapies programmes.

The programme provides a strong basis for careers in the public and social professions, and charities sector, in the following ways:

1. Offers a broad introduction to work with young people and communities without restricting to a particular career
2. A gateway into postgraduate study in social work, youth work, community work, other social care and public professions
3. Combines academic study with placements in professional practice to equip students to be employable

Staff on the programme have strong links to the field; part-time lecturers through their wider work and full-time staff through research, evaluation and volunteering. The Community Studies stakeholder committee also engages local employers in advising and influencing the programme.

Programme-specific requirements

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.

Progression

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students must normally pass new modules to a minimum value of 45 credits before proceeding to the next year.

In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree

In order to graduate with a classified degree, students must successfully complete modules to the minimum value of 360 credits, as set out within the section "The requirements of a Goldsmiths degree" above. A failed module with a mark of 35-39% may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above and the module has not been defined as "Non-compensatable". No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively.

Degrees are awarded with the following classifications:

> 1st: First Class – 70%+
> 2.1: Upper Second – 60-69%
> 2.2: Lower Second – 50-59%
> 3rd: Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree.

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

Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or Diploma of Higher Education, which may be awarded on the successful completion of

modules to the value of 120 credits at level 4 or 240 credits (120 of which at level 5) 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.

Students may exit at the end of Year 1 with 120 credits and a Certificate of Higher Education in Social Science, Community Development and Youth Work

Students may exit at the end of Year 2 with 240 credits and a Diploma of Higher Education in Social Science, Community Development and Youth Work.

Tuition fee costs

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

Specific programme costs

Not applicable.

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.