

MA Applied Anthropology (pathways)

Programme Specification

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

Teaching Institution: Goldsmiths, University of London

Final Award:

MA Applied Anthropology and Community & Youth Work (NYA & ESB validated)

MA Applied Anthropology and Community Development/Community Arts (ESB validated)

Programme Name:

MA Applied Anthropology and Community & Youth Work (NYA & ESB validated)

MA Applied Anthropology and Community Development/Community Arts (ESB validated)

Total credit value for programme: 180

Name of Interim Exit Award(s): Students achieving 120 credits comprising all compulsory modules except the dissertation can exit the programme with a Postgraduate Diploma (PGDip) and retain the professional accreditation provided by the NYA and ESB.

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

UCAS Code(s): Not applicable

HECoS Code(s):

(100436) Anthropology 50%

(100655) Community Work 50%

QAA Benchmark Group: Anthropology/Youth and Community Work

FHEQ Level of Award: Level 7

Programme accredited by:

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

Professionally validated by the Endorsement and Quality Standards Board for Community Development Learning, (Certificate of Endorsement) - All pathways.

All pathways revalidated by relevant professional bodies in June 2022.

Date Programme Specification last updated/approved: May 2024

Home Department: Anthropology.

Department(s) which will also be involved in teaching part of the programme: Social Therapeutic and Community Studies.

Programme overview

The two programme pathways, MA Applied Anthropology and Community & Youth Work (NYA & ESB validated) and MA Applied Anthropology Community Development / Community Arts (ESB validated) offer students a unique opportunity to bring accredited professional practice(s) together with the study of anthropology and cognate social science disciplines, and with the grounded and reflexive insights generated by ethnographic methodologies and critically reflective approaches to practice.

The MA has been running since 1992, starting as a programme linking anthropology and youth and community work, and later adding two additional professionally validated pathways in Community Development (2012) and Community Arts (2015). The structure of the programme organises the pathways so that students are taught together as a cross-pathway cohort. The programme comprises a range of core modules delivered by the depts of Anthropology and Social, Therapeutic and Community Studies (STaCS). Students follow their personal practice interests and specialisations through the core critical practice modules taught in STaCS and the professional practice placements carried out with a range of specialist organisations. Core modules taught in Anthropology provide space for critical reflection on practice in relation to key social science concepts and develop student's capacity for self-directed research through engagement with anthropological research methods. Students are given the opportunity to follow a personal learning and development journey across a programme of study organised around a clear and supportive structure.

The two pathways are professionally accredited as follows:

1. The MA Applied Anthropology and Community and Youth Work (NYA & ESB validated) results in a qualification in the fields of Community and Youth Work, Community Development and Anthropology that is fully endorsed by the National Youth Agency (NYA) and the Joint Negotiating Committee (JNC) for Youth and Community Workers for pay and qualification purposes. Students gain skills and knowledge based in the national occupational standards for youth work and community development. Professional placement hours are also accredited by Educational Standards Board for Community Development (ESB).

2. The MA Applied Anthropology and Community Development/Community Arts ((ESB validated) is aimed both at home and international applicants who may not require a JNC qualification and at those who want to become specialists in the fields of Community Development or Community Arts. It offers students an opportunity to develop community-based theoretical interests and practice and demonstrate competence in community development national occupational standards. For students focusing their practice on Community Arts settings placements offer students an opportunity to develop theoretical and practice interests across a range of art practice, and to use their creative skills to engage people using the values, principles, and approaches of community development.

Professional placement hours are accredited by Educational Standards Board for Community Development (ESB).

How the programme is structured.

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

Modules

SW71001B Contemporary Social Issues runs in the autumn term. It explores key analytical concepts in anthropology and related social sciences relevant to youth and community work, community development and community arts. These explore intersecting structures of power including class, gender, race and culture and the possibility of agency and action within these structures.

AN71089A Anthropological Research Methods runs in the spring term, students will become familiar with ethnographic research and writing. Through literature and practical research exercises, they will learn about different methods of data collection including surveys, in-depth interviews, participant observation and participatory research.

SW71006B Dissertation preparation begins at the end of autumn term when students submit a draft title and proposal. Early in the spring term students are allocated two supervisors, one from the anthropology department, one from STaCS who will work with them across spring and summer terms. The dissertation provides students with the opportunity to discuss a specific issue relevant to youth work, community development or community arts, using relevant social and anthropological theory.

SW71003B Fieldwork Report 1: Perspectives and Approaches introduces students to key themes, principles, values and competing perspectives underlying youth work, community development and community arts. The value of experiential learning approaches and critical pedagogy in informal learning and community development are explored alongside group work principles, processes and theories. Students reflect on their practice perspective.

SW71004B Fieldwork Report 2: Critical Practice requires students to critically analyse the changing context of community development and youth work practice, develop as critically reflective practitioners and learn how to recognise and challenge discrimination and oppression. Key themes may include ethical dilemmas faced in practice, youth participation and methods of engaging communities with a view to facilitating 'empowerment'.

SW71005B Fieldwork Report 3: Management, Enterprise and Development advances critical understanding of the management of projects, staff and resources. It can include topics such as the legal context of community and youth work, funding bids and budgets, issues and processes involved in developing a social enterprise as well as monitoring and evaluation.

Practical experience - MA Applied Anthropology and Community and Youth Work (NYA & ESB validated) students undertake 400 hours of fieldwork, which is divided between three fieldwork modules, placements and observations, addressing the most up to date national occupational standards in youth work and community development. At least 50% of practice must be face-to-face with the 11-25 year olds and focused around national occupational standards in youth work and community development. Fieldwork practice must be centred on professional practice in youth and community work, some of which must include working in a community development context to meet the national occupational standards in community development (ESB).

Practical experience - MA Applied Anthropology and Community Development/Community Arts (ESB validated) Students undertake 400 hours of fieldwork, which is focused on national occupational standards in community development and may take place in either community development settings or community arts settings depending on the student's specialisation.

Opportunities for students to personalise their learning journey.

There are no optional modules in the programme because of the requirement in the professional accreditation that our modules provide students with the opportunity to achieve the National Occupational Standards (NOS) set by the professional bodies. However, students are actively encouraged to engage with other learning opportunities during their studies.

Firstly, this is by auditing modules offered within the college. When a student audits a module they engage with teaching materials and learning opportunities such as lectures but do not take the module assessment or gain credits. We particularly recommend that students audit AN71081B Anthropological Theory in term 1 and this module is timetabled on a Thursday so that it will be accessible to MA Applied Anthropology Pathways Students.

A range of other auditing options are available in the anthropology department and students have also audited modules from other departments in recent years, for example in Applied Theatre. Please note that the availability of optional modules to audit may be limited by timetable clashes with core programme teaching, or restrictions placed on auditing by module conveners for pedagogical reasons.

Secondly, the programme structure is designed to give students autonomy over the accredited placement organisations that they work with. Students come to us with a variety of practice experience and interests and the programme allows them to arrange placements with organisations that best facilitate the form of practice that they wish to explore. For example, a community arts focused student may have an interest in music practice, while another may be interested in theatre practice. The programme structure facilitates each student to follow their personal learning journey by allowing them to work with organisations that suit their needs.

Similarly in youth and community work and in community development students may choose to develop and personalise their practice in relation to the relevant NOS by organising placements with organisations of their choice. The programme supports these choices through the large database and network of partner organisations built up over the 30 year life of the programme, and through pathway specific placement workshops and the tutorial support given to students by programme staff.

Overall, the structure of the two pathways of the programme- MA Applied Anthropology Pathways and Community and Youth Work (NYA/ESB) and MA Applied Anthropology and Community Development/Community Arts (ESB), provides the reliability and predictability that many of our students who have work and caring responsibilities beyond university require to take the step into post graduate education while giving them clearly structured opportunities to personalise their learning journey.

It should be noted that to support that reliability we promise to deliver term time teaching for core modules on Tuesdays and Thursdays in the Autumn and Spring terms for Full Time students, and for Part Time students on Thursdays in the first year of study and on Tuesdays in the second year of study.

The timing of professional placement hours is organised by arrangement between the student, their STaCS tutor and the placement providing organisation, to ensure placements meet the requirements of the programme and sync with assessment cycles.

Breakdown of practice experience hours for placement modules.

SW71003B Fieldwork Report I AUT 15 Credits - 80 hours of professional practice.

SW71004B Fieldwork Report II AUT/ SPR 15 Credits - 150 hours of professional practice

SW71005B Fieldwork Report III SPR/ SUM 30 Credits - 150 hours of professional practice

The remaining 20 hours of professional practice required to make up the total of 400 hours are logged as 'observation time' and include opportunities that students take to access

opportunities for professional development, for example, attending conferences, training, networking events or a range of other similar opportunities.

Mode of study

Programme structure for all pathways

Full-time mode

Academic year of study 1

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

Part Time Mode

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Contemporary Social Issues	SW71001B	30	7	Compulsory	1
Anthropological Research Methods	AN71089A	30	7	Compulsory	2
Anthropological Theory	AN71081B	0	7	Optional audit	1

Academic year of study 2

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

Programme entry requirements

Candidates will usually have a minimum second class undergraduate degree in an appropriate subject with some experience of practicing Community and Youth Work, Community Development or Community Arts.

In some cases, where the candidate does not have a full first degree but can show a capacity to study at Masters level and has a record of well-established professional practice and work experience in a relevant field, special entry can be arranged, after agreement from programme conveners and Heads of Department. This is an important aspect of the programme allowing minoritised students traditionally excluded from this level of study to apply, thus widening the breadth and reach of the programme into sectors and communities often hard to reach.

Work experience for those taking the professionally qualified Youth and Community Work (NYA & ESB validated) route should normally be at least one year full-time, or part-time equivalent, prior to starting the MA. For those taking the Community Development/ or Community Arts (ESB validated) route, experience should normally be at least the equivalent of four months full time. Experience can include paid or unpaid work; voluntary, community and youth work in organisations and relevant informal work.

Candidates who do not speak English as a first language will normally have to satisfy the University of London requirements of IELTS 6.5 with a 6.5 in writing. Satisfying these requirements may also be a visa condition for overseas students where English is not their first language.

Supporting Information

The work experience report accompanying the application should be a document of up to 1,000 words outlining recent personal experience of working or volunteering in a Community and/or Youth Work or Arts setting. The report should consist of a brief description of the agency or project, role within the agency, the responsibilities carried and actual work done. Candidates are expected to outline reflections on learning gained from the work experience. Applicants to the focused on Community Arts should outline their practice experience and related skills if relevant, for example in musical proficiency or specific creative practice.

Criminal convictions

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

Programme learning outcomes

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Discuss and analyse academic research from within anthropology, cognate disciplines, and wider social theory; Explore the theoretical, political, methodological and ethical implications of ethnographic and participatory research; Be able to relate these to the experience of practice in community and youth work, community development, and community arts.	Contemporary Social Issues Anthropological Research Methods
A2	Identify and critically assess in writing a variety of qualitative and quantitative data gathering techniques in Anthropology in terms of their operation, their epistemological and ethical implications	Anthropological research methods

Code	Learning outcome	Taught by the following module(s)
	and their methodological advantages and disadvantages. (all pathways)	
A3	Discuss and analyse academic research and social theoretical perspectives on intersecting dimensions of power and inequality including, but not limited to, race and ethnicity, class, gender, and disability, and relate these to practice experience and perspectives emerging from the professional practice of community and youth work, community development, and community arts (all pathways).	All modules
A4	Demonstrate in writing in-depth knowledge of the particular ethnographic and social theory literature relevant to the topic chosen for their dissertation, one that must relate to youth and community work, community development or community arts. (all pathways)	Dissertation

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Analyse the changing context of professional practice, taking account of the interactions between local and international factors. (all pathways)	All modules
B2	Articulate professional principles, values and methods and demonstrate an understanding and application of the centrality of equality issues to community development, community arts or youth work practice. (all pathways)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
B3	Demonstrate in writing a coherent understanding of a professional practice related issue and link it to relevant debates in Anthropology and the Social Sciences. (all pathways).	Dissertation
B4	Use empirical evidence to construct an argument that critically engages with the	Dissertation

Code	Learning outcome	Taught by the following module(s)
	existing literature on the specific topic chosen for their dissertation. (all pathways)	
B5	Apply relevant theoretical insights from literature to critically reflect on a particular case study. (all pathways)	Dissertation

Subject specific skills and professional behaviours and attitudes

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

Code	Learning outcome	Taught by the following module(s)
C6	Demonstrate effective engagement with national occupational standards in community development. (all pathways)	All modules but in particular: Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
C7	Demonstrate an ability to design creative practice which addresses needs, integrates community arts related theory and is evidence informed. (Community Arts focused students)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
C8	Demonstrate competence in working with young people to facilitate their personal, educational and social development, promote inclusion, participation, rights and young people's welfare and interests. (Community and Youth Work Pathway)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
C9	Establish and prioritise requirements for youth work activities, young people's needs and organisational requirements for youth work activities, whilst safeguarding the health and wellbeing of young people. (Community and Youth Work Pathway)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
C10	Demonstrate skills in delivering community arts workshops and activities as a tool for promoting equality and social justice. (Community Arts Pathway)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
C11	Demonstrate skills in operating community development values and principles in practice. For example through informal/political education and work with groups. (all pathways)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
C12	Use in-depth insights into a particular aspect of youth work, (Community and Youth Work Pathway) community	Dissertation

Code	Learning outcome	Taught by the following module(s)
	development (all pathways) or community arts (Community Arts Pathway) to improve professional practice through higher reflexivity, contextualisation and theoretical analysis. (all pathways)	

Transferable skills

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

Code	Learning outcome	Taught by the following module(s)
		Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
D5	Practice a high level of skill in self management. (all pathways)	All modules
D6	Demonstrate effective team work. (all pathways)	Fieldwork I: Perspectives and Approaches Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
D7	Discover skills in managing others. (all pathways)	Fieldwork III: Management, Enterprise and Development
D8	Demonstrate that they can produce an extended piece of written work of a high academic standard (i.e. adequately researched, clearly written, well presented and structured and following academic conventions). (all pathways)	Dissertation

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
70 - 100%	Distinction	<p>Work that reflects an excellent to outstanding (80%+) level of achievement of the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)</p> <p>A distinction level answer in this category should be an excellent piece of work in all respects.</p> <ul style="list-style-type: none"> • It should indicate a considered and precise grasp of the issue(s), and a broad understanding of the applicable module learning outcomes. • The response should be very well structured and coherent, and written in a highly-developed and clear style. • It should be well argued, indicating a firm grasp of relevant theoretical perspectives.

		<ul style="list-style-type: none"> • Demonstrates a high degree of care and attention in using materials/examples. • Outstanding pieces of work (above 80%) should contain particular creativity and originality. • Referencing should be of a consistent and excellent standard, and references are appropriately chosen and thoughtfully discussed. <p>Distinction level written assessments awarded a mark of 80 or above are considered outstanding in all the above respects.</p> <p>Presentations</p> <ul style="list-style-type: none"> • The presentation is clearly communicated with an excellent range and depth of engagement with the material. • It puts forward a consistent and accessible argument, or arguments that are supported by highly relevant and convincing evidence or examples. • It demonstrates excellent critical reflection on the subject matter and evidence of the student having developed their own creative perspective on the material. • Any presentation tools (powerpoint, videos, etc.) used are handled effectively. • The overall structure of the presentation is clear and accessible with an effective introduction, presentation of the main body of the argument, and a highly relevant conclusion or concluding comments. • Other peoples' work is appropriately attributed, in writing or verbally. <p>Distinction level presentations awarded a mark of 80 or above are considered outstanding in all above respects.</p> <p>Practice-based assessments (Audio, Video, Multimodal)</p> <ul style="list-style-type: none"> • The work demonstrates original research and a rigorous conceptual understanding of the chosen field. • The decisions made in the manipulation of the audio, visual, multimodal material challenge conventional
--	--	---

		<p>practice and make a significant contribution to the field of visual anthropology.</p> <ul style="list-style-type: none"> • The work shows an ambitious and excellent application of knowledge and wide-ranging research. • The work shows a clear understanding of the chosen field and an excellent expression of ideas. • The work shows a coherent argument, distinctive critical reflection, and an imaginative and challenging interpretation of visual anthropology. <p>Distinction level work awarded a mark over 80 are outstanding pieces of work in all above respects</p>
60-69%	Merit	<p>Work that reflects a very good standard of achievement of the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)</p> <p>As relevant to the form of assessment, a Merit level submission should be a very good piece of work.</p> <p>It should show evidence of:</p> <ul style="list-style-type: none"> • understanding of the relevant module learning outcomes • extensive reading • awareness of different theoretical perspectives • the ability to develop the writer's own thoughts and have a coherent argument. • referencing of a consistent and very good standard using a range of sources. <p>Presentations</p> <p>The presentation should:</p> <ul style="list-style-type: none"> • Be clearly delivered and cover a very good range and depth of material. • Be argued and structured in a coherent and accessible way. • Refer to relevant examples or evidence. • Show evidence of very good critical reflection.

		<ul style="list-style-type: none"> • Show some ability to make creative connections. • Use presentation aids effectively. <p>Practice-based assessments (Audio, Video, Multimodal)</p> <p>The work demonstrates:</p> <ul style="list-style-type: none"> • Evidence of very good critical reflection with confident manipulation of the chosen visual material. • A strong degree of imagination and an attempt to challenge the conventional practices of the field of study • A clear and coherent expression of ideas and a significant understanding of the chosen field
50-59%	Pass	<p>Work that reflects an acceptable standard of achievement of the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)</p> <p>As relevant to the form of assessment, a pass mark is given to paper that is a good piece of work but which may be too descriptive or generalised, be lacking in a clear analysis, or indicate a limited personal engagement with the issue at hand.</p> <p>Work should show:</p> <ul style="list-style-type: none"> • That the student has understood the issues raised by the question, and the relevant module learning outcomes. • That they have covered the basic recommended readings. • Some coherence and substance to the argument. • Referencing of a consistent and good standard using an acceptable range of sources. <p>Presentations</p> <p>Presentations will:</p> <ul style="list-style-type: none"> • Be clearly delivered but not covering a convincing range of material, or not covering material in depth.

		<ul style="list-style-type: none"> • Be argued in a coherent and accessible way, but the examples or evidence referred to may not be directly relevant. • Show evidence of the student having thought through the content in a critical way, but this may be more reliant on other sources rather than the student's own creative perspective. • Show effective use of presentation aids and have a clear and coherent overall structure, although the concluding comments may lack relevance. <p>Practice-based assessments (Audio, Video, Multimodal)</p> <p>Work demonstrates:</p> <ul style="list-style-type: none"> • A competent understanding, coupled with good overall ability. • Evidence of imagination and applied critical reflection with sound technical competence in the manipulation of the overall visual material, but requires further sustained development. • Effective application of knowledge and the capacity to express ideas through discussion, some understanding of the chosen field, but little ambition to challenge conventional practice
30-49%	Fail	<p>A mark between 30-49% is awarded when there is not a satisfactory application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. There may be confusion and incoherence and unfocused comment on the literature.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)</p> <ul style="list-style-type: none"> • As relevant to the form of assessment, a Fail indicates limited knowledge of the subject matter, and a failure to answer the question or to address the module learning outcomes. • What is written may not be relevant or lack sufficient coherence or focus. • Referencing may be of a poor standard, within a limited range of sources.

		<p>Presentations</p> <p>This is a presentation that:</p> <ul style="list-style-type: none"> • Does not cover enough relevant material and presents the material in only a cursory way. • Presents arguments which show little critical thought and are entirely drawn from external sources with little evidence of the student's own critical or creative thought. • Presents sources which have little relevance to the argument and little attempt to establish links between them. • Has an overall structure that is disjointed, and not presented in a coherent way that allows the viewer to follow the argument or topic. • Is without a meaningful conclusion or concluding remarks <p>Practice-based assessments (Audio, Video, Multimodal)</p> <p>The work shows:</p> <ul style="list-style-type: none"> • Very limited attention to the critical and practical demands of the practice, with very limited judgement shown in the manipulation of the visual material. • Little evidence of an understanding of the chosen field, • Limited evidence of imagination or critical faculty. • Very limited expression of ideas • No evidence of critical reflection that would allow the student to challenge conventional practice. <p>The module must be re-taken</p>
10-29%	Bad fail	<p>Work that represents a significant overall failure to achieve the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)</p> <p>As relevant to the form of assessment, a Bad fail mark indicates</p>

		<ul style="list-style-type: none"> • Very little knowledge of the subject matter. • A failure to answer the question or to address the module learning outcomes. • An answer which is irrelevant or incoherent. • Little attempt at referencing and limited use of sources. <p>Presentations</p> <p>This is a presentation that:</p> <ul style="list-style-type: none"> • Covers little or no relevant material and makes no attempt to link the material with the overall argument. • Produces arguments with no evidence of critical thought which are entirely drawn from external sources with no evidence of the student's own critical or creative thought. • Uses sources which are inappropriate and shows no attempt to establish links between them. • Has an overall structure which is disjointed and lacks coherence. • Lacks a conclusion or concluding remarks and is presented in an incoherent and chaotic manner. <p>Practice-based assessments (Audio, Video, Multimodal)</p> <p>The work shows:</p> <ul style="list-style-type: none"> • No attempt to address the practical demands of the practice. • No judgement or exercise of critical reflection. • No evidence of any understanding of the chosen field • No evidence of imagination or critical ability • An incoherent expression of ideas • A lack of critical reflection that would allow the student to identify conventional practice. <p>The module must be re-taken</p>
1-9%	Very bad fail	Work that does not even attempt to address the specified learning outcomes.

		<p>Work shall be deemed a non-valid attempt and must be re-taken.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)</p> <p>As relevant to the form of assessment, a Very bad fail is an invalid attempt to provide an answer or complete script. It is not deemed to be a legitimate submission to pass in any way whatsoever (for example, only a few nondescript sentences).</p> <p>There may be no attempt at referencing and little use of sources.</p> <p>Presentations</p> <p>A Presentation which does not even attempt to present material or an overall argument, or to address the specified learning outcomes. The Presentation shall be deemed a non-valid attempt and must be re-taken.</p> <p>Practice-based assessments (Audio, Video, Multimodal)</p> <p>Work that does not even attempt to address the practical demands of the practice or specified learning outcomes</p>
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for plagiarised assessment.

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.

Personal Tutors

Students from all cohorts have a personal tutor in Anthropology, usually the convener, for pastoral support, and receive academic support from module convenors.

Each full-time or second year part-time student also has a personal tutor from STACS who acts as a continuing source of advice and support. The personal tutor provides advice and guidance on fieldwork, including contracts as well as the student's three fieldwork reports, commenting on plans as appropriate.

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 have access to a Senior Tutor located in each department to enable them to speak to an academic member of staff about wellbeing or specific learning needs which are impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

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

Dissertation Supervisors

Once a dissertation topic is identified, the student is also allocated a dissertation supervisor from each department.

Other academic support

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 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 formative work, 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.

Placement opportunities

As outlined in detail above the programme requires that students complete 400 hours of professional practice placements.

Employability and potential career opportunities

We have three decades of alumni, many of whom have gone on to senior roles, leading programmes, developing policy, gaining doctorates or teaching at university. The programme is highly regarded amongst employers and a number of our graduates have become employers calling on us to circulate job opportunities to our students and recent graduates.

Students find that the professional status and reputation of this MA significantly strengthen their position in the job market. Indeed, many applicants were referred to us by our alumni who have since gone on to work in leadership or senior positions.

As students gain 400 hours of experience in the field, usually in three different settings, they are in a strong position when applying for related roles. For this reason, we support our students to think about the sort of employment they may be applying for on graduation and to factor this into the placements that they arrange and the dissertation topic that they choose. Consequently, many of our graduates find work directly or indirectly related to their pathway relatively soon after graduating. We regularly hear reports of graduates being offered jobs by agencies that a student has carried out a placement in, either during or shortly after finishing the programme.

Our graduates tend to gain work in a wide range of settings, from community or voluntary sector projects to arts institutions or local authorities. The nature of the work can be with young people or adults, depending on the sort of experience that the student has collected while on fieldwork placement.

Examples of recent graduate employment launched from placement experience include:

- L completed a placement with a youth led sports organisation and successfully applied for a role within that organisation, becoming its Community Development Coordinator.
- H completed several youth refugee focused placements and is now Youth Advocacy and Campaigns Organiser at an international NGO working on the rights of refugees and displaced people.
- P carried out a placement with a local authority, a tenants organisation and a community gardening project. P was offered a paid role whilst on placement by the agency and went on to accept a role as a community development worker specialising in community gardening on local estates
- J has become a local authority Youth Participation Worker working roles in two London boroughs.

Over time, our graduates have risen in rank:

- S completed a placement with a youth charity and was offered a job there. S is now the chief executive officer with that organisation
- N carried out placements in youth work and community development organisations and went on to be offered a full-time role as a community development worker at the voluntary sector organisation working with young people that her final placement was at. After a few years there she was offered a research role at a national youth organisation and has now been offered a position as Research Director at a children and families national centre.

With a growing demand for practitioners to use arts as a tool for youth and community engagement, this programme provides students with opportunities to gain that experience

and increase the types of jobs that would be open to them. The community arts pathway offers excellent employment opportunities for students who arrive with music or art skills:

- M is a recent student on the MA. They came to us having done their undergraduate music studies at SOAS with an understanding of musics from around the world and their potential application in community contexts. During their studies with us they also audited some Community Music modules here and their placements were in a range of contexts working through music with a range of participant groups. During their second placement they worked with unaccompanied young asylum seekers using music as a tool to welcome them and explore their life experiences. M has been offered extensive work for the organisation running and developing new creative projects with this marginalised and oppressed group.
- R left us a few years ago having travelled here from the USA to study. They are a musician with a previous range of experiences, primarily as a performer. Whilst studying with us they undertook placements working with disabled people, elders with dementia and other groups. Their development and learning from these experiences were clear and evidenced in excellent placement reports and dissertation. On leaving us they left for Canada and set up their own community arts organisation that has been providing singing workshops for elders with dementia, obtaining government funding to deliver group sessions as well as 1-2-1 sessions visiting isolated people in their homes. Additionally, R has become involved in consultation work in North America, including for Minnesota State Arts board, American Swedish Arts association and other organisations as well as having their dissertation professionally published. They credit their time here, the input they received on the programme and their placement experiences as absolutely key to their subsequent professional successes and regularly make contact to update tutors on their progress.

Programme-specific requirements

Progression Requirements

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

Part-time Year 2 students must normally complete all assessments, with the exception of the third report/placement, before proceeding to the dissertation.

Tuition fee costs

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

Specific programme costs

Costs relating to the processing of Disclosure and Barring Service (DBS) checks and any costs related to attending professional placements will be borne by the student.