

## 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 and Youth Work.

MA Applied Anthropology and Community Development.

MA Applied Anthropology and Community Arts

**Programme Name:** MA Applied Anthropology and Community and Youth Work.

MA Applied Anthropology and Community Development.

MA Applied Anthropology and Community Arts.

**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:**

**UCAS Code(s):**

**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 and Youth Work pathway 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:** June 2022

**Home Department:** Anthropology.

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

## **Programme overview**

The MA Applied Anthropology pathways offer students a unique opportunity to bring accredited professional practice together with the study of anthropology and cognate social science disciplines, and with the grounded and reflexive insights generated by ethnographic methodologies.

The MA has been running since 1992, starting as a programme linking anthropology and youth and community work, and later adding 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 within core modules delivered by the Anthropology department and then follow their personal practice interests and specialisations through the professional practice placements carried out with a range of specialist organisations. This allows students to follow a personal learning and development journey across a programme of study organised around a clear and supportive structure.

The three pathways are professionally accredited as follows:

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

2. The MA Applied Anthropology and Community Development is aimed both at home and international applicants who may not need an NYA qualification and at those who want to become specialists in community development. It offers students an opportunity to develop community-based theoretical interests and practice and demonstrate competence in

community development national occupational standards. Professional placement hours are accredited by Educational Standards Board for Community Development (ESB).

3. The MA Applied Anthropology and Community Arts is aimed both at home and international applicants who may not need a British NYA qualification but who want to work in community arts practice. It offers students an opportunity to develop theoretical and practice interests across a range of art practice 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 through the autumn and spring term. In the autumn it explores key analytical concepts in anthropology and related social sciences relevant to youth and community work, 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. The spring term addresses a range of contemporary social issues affecting communities, young people and community practice. Topics are decided by conveners but examples include space, environment, migration, mind-body and disability, and digital humanities.

**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 Students undertake 400 hours of fieldwork, which is divided between three fieldwork placements and observations, centering on the most up to date national occupational standards in youth work and community development. At least 50% of practice must be face-to-face with the 11-25 year olds and focused around national occupational standards in youth work and community development. Fieldwork practice must be centred on professional practice in youth work, some of which must include work with communities using a community development approach to address national occupational standard in community development.

**Practical experience** - MA Applied Anthropology and Community Development Students undertake 400 hours of fieldwork, which is focused on national occupational standards in community development.

**Practical experience** - MA Applied Anthropology and Community Arts Students undertake 400 hours of fieldwork, which is draws on national occupational standards in community development with a focus on using a community development approach in a community arts setting.

### **Opportunities for students to personalise their learning journey.**

There are no optional modules in the programme. In part this is 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. We cannot guarantee that optional modules provided by unaccredited programmes will achieve this. However, students are actively encouraged to engage with other learning opportunities during their programme.

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 timetable this module on a Thursday so that it will be accessible to MA Applied 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 pathway 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 of partner organisations built up over the 30 year life of the programme, and through the tutorial support given to students by programme staff.

Overall the structure of the MA Applied Anthropology Pathways 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 and the placement providing organisation.

**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**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>	<b>Level</b>	<b>Module Type</b>	<b>Term</b>
Contemporary Social Issues	SW71001B	30	7	Compulsory	1, 2
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	SW71005B	30	7	Compulsory	2, 3

Development 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, 2
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 30 7 Compulsory 2,3	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 extraordinary 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.

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

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 Community Arts pathway 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**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
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 and their methodological advantages and disadvantages. (all pathways)	Anthropological research methods

Code	Learning outcome	Taught by the following module(s)
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 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 existing literature on the specific topic	Dissertation

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

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

## Transferable skills (Elements)

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

Code	Learning outcome	Taught by the following module(s)
		Fieldwork I: Perspectives and Approaches  Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
D5	Practice a high level of skill in self management. (all pathways)	All modules
D6	Demonstrate effective team work. (all pathways)	Fieldwork I: Perspectives and Approaches  Fieldwork II: Critical Practice Fieldwork III: Management, Enterprise and Development
D7	Discover skills in managing others. (all pathways)	Fieldwork III: Management, Enterprise and Development
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 (postgraduate – delete as necessary)

Mark	Descriptor	Specific Marking Criteria
70 - 100%	Distinction	Tutors should not be reluctant to award marks in the 80s or even the 90s in the case of really excellent work, although grades in the 90s should be reserved for work deemed to be outstanding.  The answer will have a clear structure and will develop a coherent argument which shows signs of original or critical thought. An answer judged at this level will always be felt to have engaged

		<p>closely with the question set, even if it approaches it from an unexpected angle. The defining feature of scripts marked in this band is that they show flair, maturity and confidence in handling anthropological material. A mark of distinction may be awarded on more than one set of criteria. The argument may be highly sophisticated or incisive; there may be a wealth of relevant information showing exceptional knowledge and understanding of the issues involved; the approach may be unorthodox in the best sense, suggesting new and worthwhile ways of considering material. The standard of English should be good, with few errors of spelling or grammar.</p>
60-69%	Merit	<p>Students should have read a diversity of material and should show a clear understanding of the issues raised by their reading. All important material on the topic should be covered, and the answer should be organised in a clearly argued, well-illustrated and relevant fashion. The answer should show evidence that the student has thought about the topic and has not simply reproduced standard arguments or evidence from major sources nor should the answer contain any significant errors of understanding or interpretation.</p>
50-59%	Pass	<p>Scripts should show evidence that the student has read the basic material for the topic and has a reasonable understanding of it. Answers should be competent and broadly relevant, even though they may be lacking in focus, organisation or breadth or reference. Essays in this mark band may occasionally show evidence of poor judgement, contain sections which are poorly related to the main argument (and read more like 'prepared material' than an answer to the questions), or display a clumsy prose style. There may be some signs of weakness, such as a mild confusion about complicated debates and arguments or a not-too-serious misinterpretation of some evidence, but overall the grasp of the topic should be sound.</p> <p>A good answer to the wrong question should not be marked higher than 60%. An answer which would normally fall into the range of 60-69% may be marked down if it is too short, rushed, unfinished, badly organised, or does not answer the question, even though it may make some good points in other ways.</p>



		The standard of English should be reasonably competent. Problems in spelling or grammar may be tolerated provided they do not produce unintelligibility.
30-49%	Fail	A mark between 30-49% is awarded when there is not a satisfactory application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. There may be confusion and incoherence and unfocused comment on the literature.
10-29%	Bad fail	A mark between 10-29% is awarded when only some but not all of the specific learning outcomes specified for the module have been achieved. Typically a candidate in this position will not have satisfied the examiners that they have read and understood the essential texts of the module.  Research involved in the writing of coursework or the dissertation will be poorly organised and inadequately discussed.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and module 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.

## 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 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.

**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 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.

## **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 some 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 have 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

2022-23

Programme	Home Full time	Home Part Time	International Full Time	International Part Time
MA Applied Anthropology and Community Arts	9,260.00	4,630.00	17,460.00	8,730.00
MA Applied Anthropology and Community Development	9,260.00	4,630.00	17,460.00	8,730.00
MA Applied Anthropology, Community and Youth Work	9,260.00	4,630.00	17,460.00	8,730.00

## 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.