Programme Specification for Postgraduate Programme Leading to:
MSc Anthropology of Childhood, Youth and Education

Applicable for all postgraduate students starting on or after 1st September 2022

Version No.	Date	Notes – QA USE ONLY	QA
1	August 2022	Programme specification created for 2022-23	NPB

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences/Dept. of Social and Political Sciences / Division of Social Science and Communication
4. Contributing college/department/division/associated institution	College of Health and Life Sciences/Dept of Clinical Sciences/Youth and Community
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	MSc Anthropology of Childhood, Youth and Education FHEQ7
7. Programme title	MSc Anthropology of Childhood, Youth and Education
8. Programme type (Single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	12 months (FT) 30 months or 24 months (PT)
10. Maximum period of registration for each mode of study	Normal length of programmes plus two years up to a maximum of five years.
11. Variation(s) to September start	N/A
12. Modes of study	FT/PT
13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Certificate in Social Anthropology FHEQ7 Postgraduate Diploma in Anthropology of Childhood, Youth and Education FHEQ7
15. UCAS Code	N/A
16. HECoS Code	100437
17. Route Code	L610PANTHCYE
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards. Most Recent QAA Subject Benchmark Statement: there are currently no relevant subject benchmark statements. Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page.
19. Admission Requirements	Details of PGT entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.

	Applicants should normally have a good Honours degree from a UK institution, an equivalent overseas qualification, or an equivalent professional qualification (e.g. from a social science background or similar). Candidates not fully meeting these criteria may, nevertheless, be considered. Students whose first language is not English must have IELTS of at least 6.5 or equivalent.
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	http://www.brunel.ac.uk/cbass

23. EDUCATIONAL AIMS OF THE PROGRAMME

1. To provide a theoretical and practical introduction to the anthropology of childhood and youth, and to the anthropology of education and learning
2. To equip students with an understanding of the different disciplinary perspectives on childhood and youth, and of how humanity transforms itself over time through culturally specific processes of education and learning.
3. To equip students with a range of research skills to enable them successfully to complete research, either as part of a research team or as an individual, and to enable them to carry out further initiative in policy and research in their respective professions
4. To provide the opportunity for those working in all sectors concerning childhood, youth and education to improve their professional practice by reflecting critically on current issues to do with how children and youth engage with social processes that structure their lives, with the role that education plays in this engagement and with the way that cultural difference affects experiences of and outcomes schooling.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	**Learning Outcome**	**MastersAward Only**	**Associated Assessment Blocks Code(s)**	**Associated Study Blocks Code(s)**	**Associated Modular Blocks Code(s)**
7						
7	K	Theoretical orientations and selected themes in social anthropology to an advanced level, showing a critical awareness of current problems (PGDip)				All taught modules
	K	History and theory of anthropology with special reference to the anthropology of childhood, youth and education in different settings across the world, and to the synergies				SA5623 SA5563, SA5564

		between different disciplinary approaches to childhood and youth (PGDip)				
	K	Theoretical approaches to the study of subjectivity, personhood and experience in formal and informal learning environments in the developed and developing world (PGDip)				SA5623 SA5618
	K	Research methods in the anthropology of childhood, youth and education (PGDip)				SA5603
	K	Implications of difference research methods (PGDip)				SA5603
	K	A research area in the field of childhood, youth and education	X			SA5550
	C	Extend and develop their analytical, evaluative, and critical capacities				All taught modules
	C	Reflect on their learning and intellectual development, making use of constructive feedback				All taught modules
	C	Evaluate evidence and sources				All taught modules
	C	Critique and communicate advanced concepts in the anthropology of childhood, youth and education (PGDip)				SA5623 SA5618
	C	Undertake a piece of research	X			SA5550
	S	Demonstrate skills in the communication of concepts and arguments				All taught modules
	S	Demonstrate transferable skills in writing, discussion, analysis, and independent judgement				All taught modules
	S	Work independently, demonstrating initiative and the ability to organise time and work				All taught modules
	S	Demonstrate advanced critical skills pertinent to undertaking a piece of research (PGDip)				All taught modules
	S	Conduct primary research in developing critiques of methodology and theory	X			SA5550
	S	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret anthropological knowledge	X			SA5550

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

Core knowledge and understanding of (1), (2) , (3) , (4), and (5) is acquired by means of lectures and other tutor-led activities, seminars, group discussions and debates, and guided independent study. Systematic knowledge and understanding of the field (6) is consolidated by a 15,000 word dissertation.

Cognitive skills in (7), (8), (9) and (10) are generally developed concurrently with knowledge and understanding, through the medium of the teaching and learning programme outlined above and expanded on below. Each module, however taught and assessed, entails the deployment of the range of the skills identified. Seminars and feedback on coursework (for which there is a standard pro-forma) provide formal mechanisms for students to reflect on their own learning and intellectual development, and make use of constructive feedback. Cognitive skills in (11) are developed through supervised work on the dissertation.

A variety of teaching methods and strategies imparts other skills and attributes (7), (8), (14) and (15). Seminars assist in the development of (xii). The use of coursework assists with (12), (13), (14) and (15). Training for the dissertation develops (16).

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Systematic knowledge and understanding in (1), (2), (3), (4), and (5) are tested by means of a range of assessment tasks, including written coursework and oral presentations. Successful inculcation of (6) is assessed by a dissertation.

The range of assessment methods utilised tests these skills (7), (8), (9), (10) and (11) through a shared emphasis on approaching a task or problem via a process of individual research, analysis and interpretation. All require clear, well-evidenced argumentation, and all call upon a degree of creative thought, imagination and independence of mind.

The skills of effective and persuasive written communication identified in (12) and (13) are fundamental to programmes in social anthropology, and are directly assessed in all modules. Skill (14) is, similarly, essential to successful performance across the programme, and is assessed through evidence of the application of an appropriate range of knowledge and skills to a given task. Skill (15) is assessed through written coursework. Skills (16) and (17) are necessary to the satisfactory completion of the dissertation.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;

- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column**;**

- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

  Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.
  e.g. AB5500 Project (40)
  Core: Block

  Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core
  e.g. ABXXX1 Title (XX credits)
  Core: 1 & 4

  Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:
  e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

FHEQ Level 7	
Compulsory assessment block codes, titles and credit	**Optional assessment block codes, titles and credits**
Compulsory study block codes, titles and credit volume	**Optional Study block codes, titles and credit volume**
Compulsory modular block codes, titles and credits All modules are 15 credits unless otherwise specified SA5603 Ethnographic Research Methods SA5550 Dissertation in Childhood, Youth and Education (60 credits) Core: All, Block SA5623 Understanding Childhood and Youth SA5618 Anthropology of Education and Learning **Part-time** Year 1: SA5623, SA5618 Year 2: SA5550, SA5603 and optional modules	**Optional modular block codes, titles and credits** All modules are 15 credits unless otherwise specified. 45 credits from: SA5604 Thinking Anthropologically* SA5523 Anthropology of the Body SA5527 Anthropology of the Person SA5540 Kinship, Sex and Gender SA5619 Critical Perspectives on International Development (30 credits) SA5621 Anthropological Perspectives on War and Humanitarian Assistance (30 credits) SA5601 Ethnicity, Identity and Culture SA5614 Applied Learning for Children, Youth and International Development (30 credits) *Strongly recommended for students without a first degree in Anthropology ** As these modules are offered by different Departments within the University, they may be taught on different days from the normal attendance days for the programme. Part-time Option modules will be taken in the second year.
FHEQ Level 7 Progression and Award Requirements **As per Senate Regulation 3** **PGDip may not be awarded by substitution of the dissertation for modular/assessment blocks in the taught part of the programme.**	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and

study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.