**Programme Specification**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **BA (Hons) Social Anthropology** | |
| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | School of Anthropology and Conservation |
| 1. **Teaching Site** | Canterbury Campus |
| 1. **Mode of Delivery** | Full-time, Part-time |
| 1. **Programme accredited by** | NA |
| 1. **Final Award** | BA (Hons) in Social Anthropology  BA (Non-Honours) in Social Anthropology  Diploma in Social Anthropology (for students who have exited Stage 3 but have successfully completed Stage 2)  Certificate in Social Anthropology (for students who have exited Stage 2 but have successfully completed Stage 1) |
| 1. **Programme** | Social Anthropology |
| 1. **UCAS Code (or other code)** | L600 |
| 1. **Credits/ECTS Value** | 360 Credits / 180 ECTS |
| 1. **Study Level** | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)** | Anthropology (2015) |
| 1. **Date of creation/revision** | Dec 2012/revised April 2015/July 2015 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2015 |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| 1. Provide students with a broad range of knowledge in the major sub-divisions of anthropology showing how it is closely linked to other academic disciplines (SB 1.1-1.4, 2.1-2.14, 3.1-3.5; 4.1). 2. Acquaint students with theoretical and methodological issues relevant to understanding the discipline (SB 2.1-2.14; 3.1-3.5; 4.1). 3. Demonstrate to students the relevance of anthropological knowledge to an understanding of a variety of local, national and international issues (SB 1.1-1.3; 2.1-2.14; 3.1-3.5; 4.1). 4. Facilitate the educational experience of students through the provision of appropriate pedagogical opportunities for learning (SB 5). 5. Develop students’ transferable skills and prepare graduates for employment and/or further study in their chosen careers (SB 7). 6. Ensure that the research of the School staff informs the design of modules, and their content and delivery in ways which are conducive to achieving the national benchmarks of the discipline in a manner which is efficient and reliable, and enjoyable to students (SB 6.1; 6.3). |

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| **16 Programme Outcomes**  The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.  The programme outcomes have references to the QAA subject benchmarking statement for Anthropology (SB). |

**A. Knowledge and Understanding of:**

1. Social anthropology as the comparative study of human societies (SB 3.1-3.5; 4.1; 6.1)
2. Specific themes in social anthropology e.g. economics, religion, politics, kinship, nationalism and ethnicity (SB 3.1-3.5; 6.1)
3. Human diversity and an appreciation of its scope (SB 3.1-3.5; 6.1)
4. Several ethnographic regions of the world including Central Asia, Europe, Amazonia, Southeast Asia, and the Pacific (SB 3.1-3.5; 6.1)
5. The history of the development of anthropology as a discipline (SB 3.1-3.5; 6.1)
6. The variety of theoretical approaches contained within the discipline (SB 3.1-3.5; 6.1)
7. The process of historical and social change. (SB 3.1-3.5; 6.1)
8. The application of anthropology to understanding issues of social and economic development throughout the world. (SB 3.1-3.5; 6.1)
9. The relevance of anthropology to understanding everyday processes of social life anywhere in the world. (SB 3.1-3.5; 6.1)

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

# Acquisition of Programme Learning Outcomes is through a combination of lectures, seminars, laboratory classes and field trips (SB 3.1-3.5; 6.1). Compulsory modules provide a thorough grounding in core themes within social anthropology. At Stage 2, the compulsory modules prepare students with the skills needed to pursue the independent research module at Stage 3. A broad range of optional modules in social anthropology provide students with the opportunity to develop their knowledge and understanding of social anthropology in a holistic way. The programme offers specific modules whose content taken together cover the substantive knowledge which students are expected to acquire and in relation to which they will be formally examined and tested in course work and annual examinations.

# The programme provides optional modules containing substantial elements of independent project work which allows students, especially in their final year, scope to demonstrate their knowledge and understanding of the applicability of anthropological knowledge to their immediate social, physical and cultural environments. It also provides opportunities within the classroom for discussion, exchange of information and presentation of arguments.

# Progress is monitored throughout the year through a combination of assessed coursework and discussions with academic staff.

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Learning and study skills; (SB 4.3)
2. The capacity to express one's own ideas in writing, to summarise the arguments of others, and to distinguish between the two; (SB 4.3)
3. Independence of thought and analytical, critical and synoptic skills; (SB 4.3)
4. Scholarly skills, such as ability to make a structured argument, reference the works of others, and assess historical evidence; (SB 4.3)
5. Academic skills, such as ability to make a structured argument, reference the works of others, and assess historical evidence; (SB 4.3)

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

The attainment of these skills (SB 5) and their assessment are achieved through the content and delivery of all the programme modules in which students will be specifically directed to all these matters in the course of lectures, seminars and classroom work in general.

Written assignments, project work and oral work in seminars are specifically designed to inculcate and enhance intellectual skills over the whole period of the programme.

**C. Subject-specific Skills:**

1. Ability to understand how people are shaped by their social, cultural and physical environments while nonetheless possessing a capacity for individual agency which can allow them to transcend environmental constraints (SB 4.1)
2. Ability to recognise the pertinence of an anthropological perspective to understanding major national and international events. (SB 4.1)
3. Ability to interpret texts and performance by locating them within appropriate cultural and historical contexts. (SB 4.1)
4. Competence in using anthropological theories and perspectives in the presentation of information and argument. (SB 4.1)
5. Ability to identify and analyse the significance of the social and cultural contexts of language use. (SB 4.1)
6. Ability to devise questions for research and study which are anthropologically informed. (SB 4.1)
7. Ability to perceive the way in which cultural assumptions may affect the opinions of others and oneself. (SB 4.1)
8. An openness to trying to make rational sense of cultural and social phenomena which may appear at first sight incomprehensible. (SB 4.1)

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Specific modules deal with culture, society and the environment, with different modes of production ranging from hunter-gatherer groups to complex advanced industrial societies, and with different socio-political processes ranging from nation states to globalisation. Ethnographic examples and case studies are offered for discussion in lectures and seminars. Some modules are organised on the basis of themes such as ethnicity and nationalism, business, law, power and economy, and language; their national and international dimensions are discussed and a knowledge of them assessed.

**D. Transferable Skills:**

1. Information retrieval skills in relation to primary and secondary sources of information; (SB 4.3)
2. Communication and presentation skills (using oral and written materials and information technology); (SB 4.3)
3. Time planning and management skills; (SB 4.3)
4. Ability to engage in constructive discussion in group situations and group work skills; (SB 4.3)

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Not assessed independently, all are outcomes of programme specific skills

All modules require the acquisition of one or more of these skills and instruction and feedback are provided to students in relation to their learning and performance. The School is especially strong on assisting students in acquiring IT skills. Group work and communication skills are particularly encouraged in small seminar groups where students are expected to share ideas and discuss arguments and critical positions, working sometimes in small groups and sometimes being required to make responses as individuals

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping. |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  This programme is studied over three years full-time and six years part time. Study on the programme is divided into a number of modules. Single-weighted modules carry 15 credits and double-weighted modules 30 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately 10 hours of ‘learning time,’ which includes taught and supervised classes and all independent study and research. The programme is divided into three stages (Stage 1, 2, and 3) each comprising 120 credits equivalent to 1,200 hours of overall learning time. Students will normally take modules equivalent to 60 credits in both terms 1 and 2 and are expected to divide their weekly workload evenly between all modules. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>.  To be eligible for the award of an honours degree, students normally have to obtain 360 credits, at least 210 of which must be level 5 or above, and at least 90 of which must be level 6 or above at Stage 3.  Students, who successfully complete Stage 1 of the programme and meet credit framework requirements but who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Social Anthropology. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Social Anthropology. Students successfully completing Stage 1, 2 and achieving 300 credits overall including at least 60 credits at level H or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.  Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.  When choosing modules in Stages 2 and 3, students should take heed of any pre-requisite or co-requisite modules.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programmelearning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programmelearning outcomes.  *\* Note: all modules where the asterisk is placed beside the module code in the modules table below cannot be compensated, condoned or trailed* |

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| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** | | | | |
| **Compulsory Modules** (\*asterisked modules cannot be trailed, compensated or condoned) | | | | |
| \*SE301 | Introduction to Social Anthropology | 4 | 30 | 1 and 2 |
| \*SE302 | Foundations of Biological Anthropology | 4 | 30 | 1 and 2 |
| \*SE307 | Thinkers and Theories | 4 | 15 | 2 |
| \*SE308 | Skills for Anthropology and Conservation | 4 | 15 | 1 |
| \*SE313 | Relations: Global Perspectives on Family, Friendship and Care | 4 | 15 | 1 |
| **Optional Modules** Students must select one 15 credits module in the Spring Term from the list of ‘Wild modules’ available from the wild module catalogue for Stage 1. We recommend (though it is not compulsory) that it is the following module | | | | |
| SE306 | Animals, People and Plants | 4 | 15 | 2 |
| **Stage 2** | | | | |
| **Compulsory Modules** (\*asterisked modules cannot be trailed, compensated or condoned) | | | | |
| \*SE586 | Ethnographies I | 6 | 15 | 1 |
| \*SE587 | Ethnographies II | 6 | 15 | 2 |
| \*SE588 | Advanced Social Anthropology I: Power and Economy | 6 | 15 | 1 |
| \*SE589 | Advanced Social Anthropology II: Religion and Cosmological Imagination | 6 | 15 | 2 |
| **Optional Modules** Students must select a *minimum of 45 credits and a maximum of 60 credits* from the following (NB: ***At least 30 credits must be taken over Stages 2 and 3 from among these ethnographic area modules marked by double asterisks (\*\*) beside module code****)*: | | | | |
| SE542 | Human Ecology | 6 | 15 | 2 |
| SE547\*\* | Southeast Asian Societies | 6 | 15 | 1 |
| SE549 | The Anthropology of Health, Illness and Medicine | 6 | 15 | 1 |
| SE550 | The Anthropology of Gender | 6 | 15 | 2 |
| SE551 | Anthropology and Language | 6 | 15 | 1 |
| SE552 | Culture and Cognition | 6 | 15 | 1 |
| SE565 | Sex, Evolution and Human Nature | 6 | 15 | 1 |
| SE568 | History of Evolutionary Thought | 6 | 15 | 2 |
| SE573 | Ethnicity and Nationalism | 6 | 15 | 1 |
| SE575 | Medical Plants, Traditional Healing and Drug Discovery | 6 | 15 | 1 |
| SE579\*\* | The Anthropology of Amazonia | 6 | 15 | 2 |
| SE583\*\* | Pacific Societies | 6 | 15 | 2 |
| SE584 | The Anthropology of Business | 6 | 15 | 2 |
| SE585 | The Anthropology of Eating | 6 | 15 | 1 |
| SE590 | The Anthropology of Law | 6 | 15 | 2 |
| SE591\* | South Mediterranean Societies | 6 | 15 | 2 |
| SE592\* | Central Asian Societies | 6 | 15 | 2 |
| SE593 | The Evolution of Human Diversity | 6 | 15 | 1 |
| SE594 | Anthropology and Development | 6 | 15 | 1 |
| SE595 | Social Computing | 6 | 15 | 2 |
| SE601\*\* | European Societies | 6 | 15 | 2 |
| SE607 | Islam and Muslim Lives in the Contemporary World | 6 | 15 | 1 |
| SE752 | Anthropology and Creativity | 6 | 15 | 2 |
| Where only 45 credits have been chosen from the above list, students may select 15 credits of wild modules with the approval of the programme convenor. | | | | |
| **Stage 3** | | | | |
| **Compulsory Modules** (\*asterisked modules cannot be trailed, compensated or condoned) | | | | |
| \*SE596 | Theoretical Perspectives in Social Anthropology | 6 | 15 | 1 |
| \*SE597 | Theoretical Topics in Social Anthropology | 6 | 15 | 2 |
| **Optional Modules** Students must select a *minimum of 75 credits and a maximum of 90 credits* from the following (NB: ***At least 30 credits must be taken over Stages 2 and 3 from among these ethnographic area modules marked by double asterisks (\*\*) beside module code****)*: | | | | |
| SE534 | Special Project in Social Anthropology | 6 | 30 | 1 and 2 |
| SE542 | Human Ecology | 6 | 15 | 2 |
| SE547\*\* | Southeast Asian Societies | 6 | 15 | 1 |
| SE549 | The Anthropology of Health, Illness and Medicine | 6 | 15 | 1 |
| SE550 | The Anthropology of Gender | 6 | 15 | 2 |
| SE551 | Anthropology and Language | 6 | 15 | 1 |
| SE552 | Culture and Cognition | 6 | 15 | 1 |
| SE565 | Sex, Evolution and Human Nature | 6 | 15 | 1 |
| SE568 | History of Evolutionary Thought | 6 | 15 | 2 |
| SE573 | Ethnicity and Nationalism | 6 | 15 | 1 |
| SE575 | Medical Plants, Traditional Healing and Drug Discovery | 6 | 15 | 1 |
| SE579\*\* | The Anthropology of Amazonia | 6 | 15 | 2 |
| SE583\*\* | Pacific Societies | 6 | 15 | 2 |
| SE584 | The Anthropology of Business | 6 | 15 | 2 |
| SE585 | The Anthropology of Eating | 6 | 15 | 1 |
| SE590 | The Anthropology of Law | 6 | 15 | 2 |
| SE591\*\* | South Mediterranean Societies | 6 | 15 | 2 |
| SE592\*\* | Central Asian Societies | 6 | 15 | 2 |
| SE593 | The Evolution of Human Diversity | 6 | 15 | 1 |
| SE594 | Anthropology and Development | 6 | 15 | 1 |
| SE595 | Social Computing | 6 | 15 | 2 |
| SE601\*\* | European Societies | 6 | 15 | 2 |
| SE607 | Islam and Muslim Lives in the Contemporary World | 6 | 15 | 1 |
| SE752 | Anthropology and Creativity | 6 | 15 | 2 |
| Where only 75 credits have been chosen from the above list, students may select 15 credits of wild modules with the approval of the programme convenor. | | | | |

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| **18 Work-Based Learning**  Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students: |
| *NA* |

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| **19 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services, see <http://www.kent.ac.uk/library/> * Student Support <http://www.kent.ac.uk/studentsupport/> * Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/) * Centre for English and World Languages, see <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service, see <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system, see <https://www.kent.ac.uk/uelt/quality/code2001/annexg.html> * Academic Advisor system * Kent Union, see [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services, see [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service [www.kent.ac.uk/counselling/](http://www.kent.ac.uk/counselling/) * Information Services (computing and library services), see [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Development Office, see [www.kent.ac.uk/international/](http://www.kent.ac.uk/international/) * Medical Centre, see [www.kent.ac.uk/counselling/menu/Medical-Centre.html](http://www.kent.ac.uk/counselling/menu/medical-centre.html)   ***Additional school-level support for students:***   * Students are provided with introductory information including access to handbooks outlining programmes of study within the School and the Faculty as well as general university information outlining the students' charter and describing the facilities available on campus. All first year students are enrolled in an academic skills module (SE308) which covers topics such as plagiarism, good practice in writing essays and effective exam preparation. * The School has its own computer room equipped with computers for student use. These are in addition to the computers available for the general use of students in common areas such as the library. One member of staff is a technical officer responsible for IT provision within the School and has special responsibility for assisting students with IT related problems. The technical officer also offers support in statistics. * For the purposes of students doing the modules in visual anthropology, there is a range of recording equipment to which they have access and in which the use of which they are given instruction. There is also a small library of anthropological videos and CDs which students are encouraged to use. * All members of staff keep special office hours during the week for any students who wish to consult them. In addition students are from their initial registration in the first year all assigned to individual members of staff who act as their academic advisor throughout their time at the university. The role of the academic advisor is to provide advice on matters ranging from the choice of modules that students should take and general academic guidance to personal support in pointing students in the direction of services which the university can offer the individual. |

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| **20 Entry Profile**  The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**  For fuller information, please refer to the University prospectus |
| Standard offer of ABB at A-level OR international equivalent OR satisfactory pass in an approved Foundation or Access programme.  International Baccalaureate (IB) 34 points with 16 at Higher level.  In order to enter directly onto a degree programme international applicants will also need to demonstrate a proficiency in English. IELTs requirements for international applicants: Average 6.5 in IELTs test, minimum 6.0 in reading and writing*.* |
| 20.2 **What does this programme have to offer?** |
| * An original and exciting approach to learning about other societies and cultures. * The development of a greater understanding of yourself and your place in the world. * A range of anthropological subjects which is unique to Kent and touches on all aspects of human life, taught by enthusiastic and accessible members of staff with a reputation for good teaching. * A flexible programme which allows you to mix and match your interests in specific regions of the world and specific topics in anthropology. * For more information visit our departmental website <http://www.kent.ac.uk/sac/> |
| 20.3 **Personal Profile** |
| * This programme is especially suitable for both school leavers and mature students who enjoy learning about human society but want to embark on something different from what they have found in the pre-university curricula of subjects which they have studied. * Anthropology particularly appeals to those who have travelled outside their own countries and have seen something of other cultures and wish to study them in more depth. * The typical applicant at the end of his/her studies will demonstrate sufficient training in generic skills of formulating arguments and expressing ideas orally and in writing. Furthermore, the programme will also develop applicant’s awareness of the complexities of interacting with people from different social, cultural and class backgrounds, and will equip him/her how to critically question society’s own taken-for-granted assumptions about values and behaviour. |

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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review, <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework, <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review, see [http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx](http://www.qaa.ac.uk/institutionreports/types-of-review/higher-education-review/pages/default.aspx) * Matters of teaching and learning are also regularly the subject of formal and informal meetings among members of staff who often teach jointly together and attend each other's lecture and seminars. * Individual members of staff sit on national committees that discuss the teaching and learning of anthropology and report back on discussions to their colleagues. * Members of staff are actively involved in preparing readings and textbooks for the teaching of their subject nationally and internationally. |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee * School Learning and Teaching Committee * Faculty Learning and Teaching Committee * Faculty Board * Learning and Teaching Board * Board of Examiners |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff-Student Liaison Committee * Student rep system (School, Faculty and Institutional level) * Annual NSS |

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| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, ATAP and other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave |

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| 22 **Indicators of Quality and Standards** |
| * School is internationally recognised by anthropologists, including those working in biological anthropology, social anthropology, ethnobiology and additional sub-fields (e.g. primatology, palaeoanthropology etc). Members of staff teaching on the programme have active research programmes, resulting in regular published outputs. Staff are active in developing collaborative research links with academics at a wider national and international level. * Members of staff regularly sit on national anthropology committees and are frequently asked to be external examiners for departments of anthropology nationally and internationally. * Results of periodic programme review (2012) * QAA Higher Education Review 2015 * Annual External Examiner reports * Annual programme and module monitoring reports |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education * QAA Benchmarking statement for Anthropology (February 2015) * School and Faculty plan * University Plan/Learning and Teaching Strategy * Staff research activities |