Goldsmiths
UNIVERSITY OF LONDON

BA Anthropology and Media
Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Final Award: BA (Hons) Anthropology and Media

Programme Name: BA Anthropology and Media

Total credit value for programme: 360 credits

Name of Interim Exit Award(s): Not applicable

Duration of Programme: 3 years full-time

UCAS Code(s): LP63

HECoS Code(s):

(100436) Anthropology 50%

(100444) Media and Communications 50%

QAA Benchmark Group:

Anthropology; Communication, Media, Film and Cultural Studies

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: July 2023

Home Department: Anthropology

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

Media, Communications and Cultural Studies

Programme overview

The programme will introduce you to the main theories of social anthropology and key debates in media studies and challenge you to apply these insights to the contemporary world.

In your first year you'll learn about some of the main theories within social anthropology – political anthropology, economic anthropology, and kinship. You'll also consider the role of ethnography, and will be given a foundation in anthropological methodological practice. For the media element, you'll be introduced to key debates in media studies, the history of the media, cultural and film studies.

In the second year you'll consider the anthropology of religion, visual anthropology, and explore interactions between changing economic and political structures in the world today.

You'll take media theory modules that cover the internationalisation of cultural and media studies, and either the psychology of communications or theories of political economy in the cultural industries. You'll also take a media practice module in which you develop production skills by creating small-scale projects.

Programme entry requirements

The programme has been designed, both in content and in its procedures, to attract students of all ages and from all backgrounds. Underlying the admissions criteria is the ethos that the student body should be as mixed as possible, since this creates not only a supportive and stimulating environment for learning, but serves to benefit the general teaching and research environment of the departments.

Broadly speaking, applicants fall into one of the following two groups.

Direct school leavers:

A-level: BBB

IB: 33 points overall with three higher level subjects at 655

BTEC: DDM

Access: Pass with 45 Level 3 credits including a number of distinctions/merits in subject specific modules or equivalent;

Mature Students:

Non-standard entry: applicants will normally have passed an accredited Access to University module from a UK institution in a related subject, or a general one in humanities or social sciences.

Non-native English-speakers will normally have to satisfy the University of London requirements of IELTS 6.0 with a 6.0 in writing and no element lower than 5.5

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Programme learning outcomes

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Cultural diversity in context and debates around key theories, insights and concepts, changing paradigms and debates that have informed anthropology and media studies	All modules
A2	Know where anthropology and media studies complement each other and are related to other subject areas	All modules
A3	Contemporary debates within both anthropology / media and their various sub-disciplines, and how these link are linked to the above;	All modules
A4	Philosophical and methodological approaches and debates that have influenced anthropology and media studies and their interdisciplinary position in relation to other disciplines and their objects of knowledge.	All modules
A5	Key social theories and how they can be applied to specific cultural and media contexts.	All modules
A6	The potential of images, sounds and the written word, and how meaning is constructed in media artefacts	All modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	The connections between the theoretical and practice elements of the programme and the completion of an independently researched project spanning the interdisciplinary frame of anthropology and media and demonstrated by a written dissertation or practice project	Dissertation/Individual Project/Practice Modules
B2	The nature of evidence and methods in anthropology and media studies. This includes an appreciation of the distinctiveness of specific media genres, with the requisite skills of textual reading and analysis, the research process, developing research problems and practically applying research strategies and methods, including conducting a research project; and real world practical and ethical issues in media/social research;	All modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	The diversity and range of practical anthropological approaches to the study of cultures, including the key methodologies	Level 4 anthropology modules
C2	Conceptual and technical requirements to plan, structure and produce media projects	Level 5 and 6 media practice modules

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Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Effective written communication skills in the formulation, structuring and presentation of coherent and persuasive arguments	All modules
D2	Being able to work in a team, being aware of group dynamics, and appreciating the productive nature of joint work	Level 5 and 6 media practice modules
D3	Being non-judgmental and sensitive to alternative perspectives	All modules
D4	Being able to manage time, conduct work independently and take responsibility to meet deadlines;	All modules
D5	Being able to compare theoretical ideas and make reasoned judgements about their strengths and weaknesses;	All modules
D6	An ability, to work productively with others in critical thinking and in the creative process	All modules
D7	An appreciation of the importance of establishing the detail and context for any general assumption;	All modules
D8	The acquisition of core research skills, including basic qualitative data collection and analysis, bibliographic searches, and a sophisticated use of the Internet	Level 4 & 5 modules

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
70-100%	1st: First (Excellent)	70-100% First (Excellent) Work that reflects an excellent to outstanding (80%+) level of achievement of the appropriate learning outcomes. **Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)** A First-class answer in this category should be an excellent piece of work in all respects. • 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. • 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. First class written assessments awarded a mark of 80 or above are considered outstanding in all the above respects. **Presentations** • 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. First class presentations awarded a mark of 80 or above are considered outstanding in all above respects. **Practice-based assessments (Audio and/or Video)** • The work demonstrates original research and a rigorous conceptual understanding of the chosen field. • The decisions made in the manipulation of the audio-visual material challenge conventional practice and make a significant contribution to the field of visual anthropology. • 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. First class work awarded a mark over 80 are outstanding pieces of work in all above respects.
60-69%	2.1: Upper Second (Very good)	60-69% Upper Second (Very good) Work that reflects a very good standard of achievement of the appropriate learning outcomes. **Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)**

		As relevant to the form of assessment, an upper second class paper should be a very good piece of work.
		It should show evidence of:

• 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.

Presentations

The presentation should:

• 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.

• Show some ability to make creative connections.

• Use presentation aids effectively.

Practice-based assessments (Audio and/or Video)

The work demonstrates:

• 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%	2.2: Lower Second (Good)	Work that reflects a good standard of achievement of the appropriate learning outcomes. **Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)** As relevant to the form of assessment, a Lower Second Class 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 lack of personal engagement with the issue at hand. Work should show: • 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. **Presentations** Presentations will • Be clearly delivered but not covering a convincing range of material, or not covering material in depth. • 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 students own creative perspective. • Show effective use of presentation aids and have a clear and coherent overall structure, although the concluding comments may lack relevance. **Practice-based assessments (Audio and/or Video)** Work demonstrates

		• a competent understanding, coupled with good overall ability. T

• 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. |
| 40-49% | 3rd: Third (Pass) | Work that reflects a threshold standard of achievement of the appropriate learning outcomes.

Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)

As relevant to the form of assessment, a Third Class paper

• indicates some grasp of factual material but may lack coherence

• May be too descriptive and show a limited understanding of the module learning outcomes, uses of evidence, or range of materials.

• Will have referencing is of an adequate standard, but using a limited range of sources.

Presentations

A third class presentation

• does not cover a suitable range of material or presents material that does not seem directly relevant to the overall argument.

• Has arguments which show some critical thought but represent a summary of external sources with little evidence of the student's own perspective or ability to make creative connections.

• Is not coherently argued and presented within an overall structure that is clear and accessible. |

		• Uses presentation aids in ways that are not very effective and the delivery of the presentation lacks clarity. **Practice-based assessments (Audio and/or Video)** Work demonstrates • a limited understanding of the field of study. • some manipulation of the chosen visual material but indicating an unimaginative response to the practice. • Little critical reflection, little coherence and lacks an overall argument • Little evidence of ambition to challenge conventional practice.
25-39%	Fail	Work is unsatisfactory and represents an overall failure to achieve the appropriate learning outcomes. **Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)** As relevant to the form of assessment, a Fail indicates little knowledge of the subject matter, and a failure to answer the question or to address the module learning outcomes. What is written may be irrelevant or incoherent. Referencing is of a poor standard, within a limited range of sources. The module must be re-taken. **Presentations** This is a presentation that • 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 lacks coherence and is presented in a chaotic manner. • lacks a meaningful conclusion or concluding remarks. **Practice-based assessments (Audio and/or Video)** The work shows • scant attention to the critical and practical demands of the practice with no apparent judgement in the manipulation of the visual material. • little evidence of any understanding of the chosen field, • Little evidence of imagination or critical ability. • incoherent expression of ideas • no evidence of any critical reflection that would allow the student to challenge conventional practice.
10-24%	Bad fail	Work that represents a significant overall failure to achieve the appropriate learning outcomes. **Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)** As relevant to the form of assessment, a Bad Fail mark indicates • 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. **Presentations** This is a presentation that: • 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. **Practice-based assessments (Audio and/or Video)** The work shows: • 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 complete lack of critical reflection that would allow the student to identify conventional practice.
1-9%	Very bad fail	Work that does not even attempt to address the specified learning outcomes. Work shall be deemed a non-valid attempt and must be re-taken. **Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)** 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). There may be no attempt at referencing and little use of sources. **Presentations**

		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. **Practice-based assessments (Audio and/or Video)** Work that does not even attempt to address the practical demands of the practice or specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for plagiarised assessment.

Mode of study

Programme structure

Full-time mode

Note that each academic year students will be taking a total of 60 credits taught in the Department of Anthropology and 60 credits taught in the Department of Media, Communications and Cultural Studies, for a total of 120 credits per year.

There is the possibility of taking up to two cross-department or intercollegiate optional modules throughout the programme. These must be discussed and formally approved by programme convenor prior to the beginning of the relevant academic year.

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Being Related	AN51020A	15	4	Compulsory	1 or 2
Approaches to Contemporary Anthropology	AN51001B	30	4	Compulsory	1 and 2
Anthropological Methods	AN51003A	15	4	Compulsory	1 or 2
Media History and Politics	MC51002A	15	4	Compulsory	2
Key Debates in Media Studies	MC51006C	15	4	Compulsory	2
Culture and Cultural Studies	MC51005B	15	4	Compulsory	2
Film and the Audiovisual: Theory and Analysis	MC51018A	15	4	Compulsory	1

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
45 Anthropology credits from the following list of options:					
• Critical Ecologies	AN52021A	15	5	Optional	1
• Anthropology and Political Economy	AN52020A	15	5	Optional	2
• Thinking Anthropologically	AN52005C	15	5	Optional	1
• Thinking Through Race	AN52018B	15	5	Optional	2
• Public Anthropology / Anthro of Policy / Anthropological Voices	TBC	15	5	Optional	1
• Indigenous Cosmopolitics and Global Justice	AN52023A	15	5	Optional	2
• Anthropology of Religion	AN52009A	15	5	Optional	1 or 2
• Working with Images	AN52008C	15	5	Optional	1 or 2
• Anthropology in Public Practice *(note this module is 30 credits)*	TBC	30	5	Optional	1 (+ 2 and 3 of Year 1)
• Politics, Economics and Social Change	AN52019A	15	5	Optional	1

Cross university option module (Goldsmiths Elective)	Various	15	5	Compulsory	1
Cross-Platform Media Practice 1	MC52008B	30	5	Compulsory	2 and 3
Modules to the value of 30 credits from an annually approved list from the Department of Media Communications, and Cultural Studies. **This includes:**	Various	30	5	Optional	1 and 2
• The Goldsmiths Project	CC52001A	15	5	Optional	2

Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
Modules from an approved list available annually from the Department of Anthropology (AN53006A Individual Project can only be taken if students are not undertaking the Dissertation in Media)	Various	60	6	Optional	1 and 2
EITHER: Cross-Platform Media Practice 2	MC53029B	30	6	Compulsory	1
OR: Media, Communications, and Cultural Studies Dissertation	MC53001B	30	6	Compulsory	1 and 2
Modules from an approved list available annually from the Department of Media, Communications, and Cultural Studies	Various	30	6	Optional	1 and 2

Part-time mode

Part-time students may take the programme over 4-6 years, studying between 60-90 credits per year. Part-time students normally must pass new modules to a minimum value of 45 credits before proceeding to the next year. In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

BA Anthropology and Media requirements:

- AN51001B Contemporary Approaches to Anthropology must be taken in the first year of study
- MC52008B Cross-Platform Media Practice 1 must be taken in the Spring Term of Academic Year of Study 2

Academic support

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

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the Library and information available on Learn.gold (VLE) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the Goldsmiths website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Disability and Wellbeing Services maintain caseloads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running The Gold Award scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report (HEAR).

The Centre for Academic Language and Literacies 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

The Department of Anthropology works closely with the Goldsmiths Careers Service to organise events, placements, and career opportunities for students. The Department also offers an expanded placement-based module, Anthropology in Public Practice, where students work with the Goldsmiths Careers Service and academic staff to find placements that develop their research skills and expand their professional networks. The module is open to all second and third year undergraduate students in the Department, including those on joint degrees. Students taking Anthropology in Public Practice complete a ten-day work placement during the Summer term/holiday of their first or second year, then submit a research report (75%) and a presentation (25%) for assessment during the Autumn term of their second or third year. As part of the module, students attend workshops on a range of

practical skills including CV Writing and Speculative Applications, and also attend one-to-one sessions with the Goldsmiths Careers Services to work on their individual CVs. The academic workshops on this module bring theory and 'real-life' practice together, and prepare students for conducting a small-scale ethnography of their placement organisation. Placements are hosted by organisations across the wide range of sectors in which anthropologists work, including advocacy, aid and development, environment, governance, business and industry, health, and the cultural sector. The placements for Summer 2022 included the Horniman Museum, Media and Communications for the NHS, and Media Co-op.

The Department of Media, Communications, and Cultural Studies' Work Placements and Internships Manager works closely with the Goldsmiths' Careers Service to organise events and support students to find placements for the Work Placement module. The Work Placement module is open to all undergraduate students in the Department, including those on joint degrees. Students taking the module complete a ten-day work placement during the Summer term/holiday of their second year, then submit an essay (60%) and a presentation (40%) for assessment during the Autumn term of their third year. Teaching on the module has been expanded to include workshops on CV Writing, Portfolios, Personal Brand, LinkedIn and Speculative Applications. All students taking the module also have an appointment with a CV Checker through the Careers Service. Placements providers have included SWNS, TBI Media, Academy Films, Publicis, The River Group, Rogue Films, TwoFour, Dazed/Nowness, and a number of local charities such as 999 Club, Healthwatch Greenwich, Bold Vision and thinktank Common Vision.

Employability and potential career opportunities

This interdisciplinary degree is demanding from an academic point of view and the students taking the programme have a tradition for achieving a large proportion of 2.1 and first class or distinction marks, with some students producing outstanding third year dissertations and projects. The discipline and experience of independent research and dissertation writing provides a powerful framework of transferable skills, which are suited to a wide range of careers and employment areas, including the public and voluntary sector, the culture and media industries, marketing and corporate communications, publicity and promotion, publishing, media research, arts administration, and postgraduate study in anthropology,

Programme-specific requirements

As outlined in the "Programme Structure" section above, each academic year students must take a total of 60 credit taught in the Department of Anthropology and 60 credits taught in the Department of Media, Communications and Cultural Studies, for an overall total of 120 credits per year.

There is the possibility of taking up to two cross-department or intercollegiate optional modules throughout the programme. These must to be discussed and formally approved by programme convenor prior to the beginning of the relevant academic year.

Tuition fee costs

These are the fees for students starting their programme in the 2023/2024 academic year.

- Home - full-time: £9250
- International - full-time: £18930

Specific programme costs

In addition to these standard costs, you will also be expected to meet some costs which are specifically related to your programme, which are set out below:

Field Trips: Some modules will include field trips to museums or sites within the greater London area. Students are expected to cover the costs of their local transportation. On occasion, field trips may be taken to venues which charge admission, however these are always optional.

Fieldwork: Some students may decide to undertake fieldwork as part of their final individual project or dissertation. Students who do so are responsible for their own travel and accommodation costs.

Work Placements: Students undertaking a placement or practice-based module off-campus are responsible for their own transportation and subsistence costs while on placement.