Goldsmiths
UNIVERSITY OF LONDON

BA Anthropology and Visual Practice
Programme Specification

> **Awarding Institution:**
> University of London (Interim Exit Awards made by Goldsmiths' College)
> **Teaching Institution:** Goldsmiths, University of London
> **Final Award:** BA (Hons)
> **Programme Name:** Anthropology and Visual Practice
> **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):** 1T67
> **HECoS Code(s)** (100436) Anthropology
> **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:** October 2022
> **Home Department:** Anthropology
> **Department(s) which will also be involved in teaching part of the programme:** Not applicable

Programme overview

The BA Anthropology and Visual Practice (BAVIS) degree programme grew out of the department's commitment to fostering experimental new audio-visual work within anthropology. The digital skills acquired through the programme are becoming increasingly relevant to the media world(s) we inhabit, and as the discipline of anthropology as a whole shifts towards ideas of multimodality (the combination of different audio-visual media alongside text) as the main way of engaging collaboratively with others in producing and representing research, and as way of tackling racism and beginning the process of decolonising anthropology. These digital skills are also increasingly relevant to many employment fields that students go on to work within; from advocacy to commercial media production. The ability to critically assess, as well as creatively produce, various forms of digital media content is a vital skill in many contemporary and future workplaces.

The BAVIS programme is completely unique in the UK and internationally – there are no other undergraduate degrees in the subject – and it has always promoted an open, cross-disciplinary and inclusive approach to what counts as visual anthropology. It draws on

contemporary art practices alongside those from photojournalism and many other kinds of media production – as well as more traditional documentary approaches - in encouraging students to produce work that is radical and creatively innovative. Students are actively encouraged to draw from their own personal experiences and positionality to produce audiovisual work that addresses issues that directly affect their own lives, from racial injustices to climate-change. The aim is to enable students to creatively challenge, and develop anthropologically-informed alternatives to, contemporary media representations.

Programme entry requirements

Advertised Entry Tariff - BBB or Equivalent

The Anthropology Department current advertised entry requirement is BBB (A-level and equivalent) but we approach this with some flexibility. In the last two Clearing cycles we have accepted at BCC for the BA Anthropology and Visual Practice and bearing this in mind we have been more flexible within Confirmation where those who were made offers at BBB were also accepted at BCC. We also have admissions refer marginal cases (eg. ABU where the A and B are in more relevant subjects) with all those who do not meet our threshold being referred across to the Integrated Degree to maximise our recruitment opportunities.

Programme learning outcomes

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Critical understanding of the way visual anthropology intersects with wider media histories, and the development of a creative approach to challenging received media representations	AN51004A Ethnographic Film, AN51018B Introduction to Visual Practice, AN52011B Advanced Visual Practice, AN53042A Anthropology and the Visual 2
A2	Awareness of the ecological impacts of media and their geopolitical significance	AN51018B Introduction to Visual Practice, AN52011B Advanced Visual Practice, AN53042A Anthropology and the Visual 2
A3	Practice-based experience of the application of audiovisual media to a wide range of contemporary social issues	AN51018B Introduction to Visual Practice, AN52011B Advanced Visual Practice,

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Ability to plan and develop individual audiovisual research projects and present them to broader audiences while recognising and overcoming representational mistakes	AN51018B Introduction to Visual Practice, AN52011B Advanced Visual Practice, AN53074B Individual Studies with Practice
B2	Effective and collaborative problem-solving through development and application of research to real-world situations – agility in engaging with complex social contexts	AN51018B Introduction to Visual Practice, AN52011B Advanced Visual Practice (esp. Block 4 of AN52011B), AN53074B Individual Studies with Practice
B3	Development of a highly creative and innovative personal aesthetic style	AN51018B Introduction to Visual Practice, AN52011B Advanced Visual Practice (esp. Block 3 of AN52011B), AN53074B Individual Studies with Practice

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Acquisition of a wide range of technical digital media production and post-production skills	AN51018B Introduction to Visual Practice, AN52011B Advanced Visual Practice
C2	Ability to take an inclusive and collaborative approach to media production and representation	AN51018B Introduction to Visual Practice, AN52011B Advanced Visual Practice
C3	Critical awareness of the ethical dimensions of media production and distribution	AN51018B Introduction to Visual Practice, AN51004A Ethnographic Film, AN52011B Advanced Visual Practice, AN53074B Individual Studies with Practice, AN53042A Anthropology and the Visual 2

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Ability to plan, initiate, and bring to a successful resolution a sustained research project within an evolving and complex social context – understanding the application and importance of research to real-world issues	AN53074B Individual Studies with Practice
D2	Critical knowledge of the potential roles digital media can play in a wide range of contemporary contexts (including commercial media production etc.) - acquisition of the technical skills to produce creative digital content	AN51018B Introduction to Visual Practice, AN52011B Advanced Visual Practice, AN53074B Individual Studies with Practice
D3	Skills in developing and presenting a personal portfolio of audiovisual and written work that is directly focused on future employability	AN53074B Individual Studies with Practice

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	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

Mark	Descriptor	Specific Marking Criteria
		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

Mark	Descriptor	Specific Marking Criteria
		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.
70-79%	1st: First (Excellent)	Work that reflects an excellent level 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 First class answer in this category should be an excellent piece of work in all respects. It should indicate a mature and accurate 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 academic style. It should be well argued, indicating a firm grasp of relevant theoretical perspectives and demonstrating excellent skills at marshalling the material evidence. It should contain creative and original thought. Referencing should be of a consistent and excellent standard, using a wide range of sources. Presentations: The presentation is clearly delivered and argued with an excellent range and depth of 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 particular creative perspective on the material. Any presentation aids 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. The presentation should be clearly articulated and confident. Practice-based assessments (Audio and/or Visual): The work demonstrates original research and a rigorous conceptual understanding of the chosen field. The decisions

Mark	Descriptor	Specific Marking Criteria
		made in the manipulation of the audio-visual material challenge conventional practice and make a significant contribution to the field of visual anthropology. Ambitious and excellent application of knowledge and wide ranging research, clear understanding of the chosen field and an excellent expression of ideas, a coherent argument and a distinctive critical reflection, and an imaginative and challenging interpretation of Visual Anthropology.
60-69%	2.1: Upper Second (Very good)	Work that reflects a very good standard of achievement of the appropriate learning outcomes.

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-clas 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:

Mark	Descriptor	Specific Marking Criteria
		- 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

Mark	Descriptor	Specific Marking Criteria
		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

Mark	Descriptor	Specific Marking Criteria
		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.

Mark	Descriptor	Specific Marking Criteria
		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 way.

Mark	Descriptor	Specific Marking Criteria
1-9%	Very bad fail	Work that does not even attempt to address the specified learning outcomes. 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. Practice-based assessments (Audio and/or Visual): 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 a plagiarised assessment.

Mode of study

Lectures: The compulsory and option modules use lectures of varying duration to summarise key concepts and developments in relevant debates. Students are required to read at least one set reading, which will be a common reference point for the lecture. They will also be required to view a wide inter-disciplinary range of relevant audiovisual material, links to which are provided via the VLE. The lecture will enable students to self-assess their comprehension, develop critical perspectives on the reading, place the reading within broader debates and the historical development of the field. The lecture will, additionally, provide a modelling of the way to summarise and critically interrogate audiovisual and ethnographic examples and other kinds of data. Each lecture will have a more extensive reading and viewing list which students are encouraged to explore, necessarily so if they choose to write their assignment in this area. Lectures will also include a wide range of excerpts/examples from relevant audiovisual material.

Seminars: The compulsory module and options modules employ seminars, of varying durations. Seminars provide students with practice in articulating their thoughts on audiovisual material, complex theoretical texts, and wider socio-cultural processes, and an opportunity to explore concepts in relation to examples and to test their ideas against and alongside others.

Practice-Based Workshops: The practice-based modules on the programme are taught in 5-week blocks – each block begins with a lecture/screening session in week 1, followed by three weeks of workshops where students get technical training and present their audiovisual work-in-progress to the group and get valuable feedback from staff and students to refine their projects.

Feedback Sessions: The practice-based 5-week blocks end with a large group screening of students audiovisual work that is close to completion. Students get important feedback from staff and other students on any last suggestions for changes or improvements to their audiovisual work before handing it in for formal assessment 3-4 days after the session.

Reading Groups: Some option modules are accompanied by a reading group. Close textual analysis of carefully chosen works will allow students to explore in greater depth a few key readings associated with the module and to further their collaborative learning.

Student Workshops: Some optional modules run student-led workshops to further explore and develop ideas generated in seminars.

Consultation and Feedback: Students are encouraged to visit lecturers outside class time to discuss ideas from the module and to plan essays.

Seminars and conferences within the Department of Anthropology as well as in other departments of the college, will complement and help enrich the students' understanding and development of ideas.

The virtual learning environment (VLE) is used to give departmental guidance and regulations, access to academic and other articles and links to websites.

Programme structure

Full-time mode (include heading only where there is PT route)

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Introduction to Visual Practice	AN51018B	30	4	Compulsory	1 and 2
Approaches to Contemporary Anthropology	AN51001B	30	4	Compulsory	1 and 2
Anthropological Methods	AN51003A	15	4	Compulsory	1 or 2
Ethnographic Film	AN51004A	15	4	Compulsory	1 or 2
Advancing your Anthropology	ANXXXXX	15	4	Compulsory	1 or 2
<u>Either</u> Anthropological Ideas	AN51017C	15	4	Option	1 or 2
<u>Or</u> Being Related	AN51020A	15	4	Option	1 or 2

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Advanced Visual Practice	AN52011B	30	5	Compulsory	1 and 2
Critical Ecologies	AN52XXXX	15	5	Compulsory	1
Anthropology and Political Economy	AN52020A	15	5	Compulsory	2
Thinking Anthropologically	AN52005C	15	5	Compulsory	1
Thinking Through Race	AN52018B	15	5	Compulsory	2
The Goldsmiths Elective	Various	15	5	Compulsory	1
+ ONE of the following:					
Public Anthropology / Anthro of Policy / Anthropological Voices **OR**	AN52XXXX	15	5	Optional	1
Indigenous Cosmopolitics and Global Justice **OR**	AN52XXXX	15	5	Optional	2
Anthropology of Religion **OR**	AN52009A	15	5	Optional	1
Working with Images **OR**	AN52008C	15	5	Optional	2

Module Name	Module Code	Credits	Level	Module Type	Term
Goldsmiths' Social Change Module	TBC	15	5	Optional	2

Introduction to Visual Practice and Advanced Visual Practice modules run on the following 5-week block model –

Introduction to Visual Practice AN51018B

Autumn Term

Block 1 - Photography

Block 2 – Sound

Spring Term

Block 3 – Digital Video

Block 4 - Multimedia

Advanced Visual Practice AN52011B

Autumn Term

Block 1 - Observational

Block 2 – Archival

Spring Term

Block 3 - Experimental

Block 4 - Collaborative

Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
Individual Studies with Practice	AN53074B	30	6	Compulsory	1 and 2
Anthropology in Public practice	AN53075A	30	6	Optional	

Module Name	Module Code	Credits	Level	Module Type	Term
PLUS: Modules to the value of 75-90 credits from a list of approved options available annually from the Anthropology Department.	Various	75-90	6	Optional	1-2

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

Students can take the placement module Anthropology in Public Practice AN53075A (30 credits) as an option in year 3.

Employability and potential career opportunities

The digital skills training that is central to the programme is increasingly relevant to many employment fields that students go on to work within; from advocacy to commercial media production, the ability to critically assess as well as creatively produce various forms of digital media and content is a vital skill in many contemporary [and future] workplaces.

Many BAVIS students go on to be visual practitioners of various kinds including within the field of visual arts, and the digital skills that are taught and the kinds of creativity encouraged and instilled through the programme serve as a strong foundation for students to continue to develop their own critical media practices.

The BA Anthropology and Visual Practice is a unique degree programme in the UK that specifically trains students in a hands-on applied skill set of relevance both academically and professionally beyond the borders of disciplinary anthropology. As students produce at

least two pieces of visual/digital creative work per term, they leave their degree with a coherent portfolio of work which demonstrates the relevance of their applied cross disciplinary skills to potential employers, or for further postgraduate study.

The successful incorporation of digital skills through technologically enhanced learning is central to the practice-based modules of the BAVIS programme. In their first-year students are directly taught transferrable digital skills in the following media – photography, sound, digital video, and multimedia (including web-based design and portfolio-management skills) in their 5 week block modules of the same name. The teaching includes training in the use of industry-standard software such as Adobe, alongside encouraging students to explore the creative possibilities of a wide range of alternative software and analogue media.

For example students use Padlets to assemble digital portfolio materials for assessment (assigning different information to different formats), using Wix to present audiovisual work that is potentially outward facing, and using social media platforms to present smaller written elements based on their experience of issues around race that appear in online news media on a weekly basis - engaging in real world problems.

An explicit focus on employability is part of the digital skills training and is framed as a transferrable skill. The final audiovisual project is specifically discussed in terms of potentially providing a trajectory for employment post-Goldsmiths. We place a lot of emphasis on employability and enterprise, including the introduction of in-module careers workshops in collaboration with Goldsmiths Careers Service and the ICCE (Institute for Creative and Cultural Entrepreneurship) for second and third year BAVIS students, as well as through student workshops run by media and other industry professionals.

We already run a placement module for second to third year students (Anthropology in Public Practice AN53075A - 30 credits) and are currently building on recent collaborations to develop new employability focused modules, such as: a new first year module dedicated to skill development and employability; a new second year module on policy research and development; and we are also looking into inter-departmental modules that could be pre-approved for second- and third-year students to support our focus on employability in the long-term.

Many BAVIS students go on to careers that involve some form of media production - from working as an Archive Producer on a BBC series about the New Cross fire (which has been nominated for a BAFTA), making shorts for BBC news and BBC3 and working with Raw TV for CNN, co-founding an NGO to teach young girls coding skills, to various kinds of advocacy work. That students' skillsets cover everything from working locally in Lewisham with migrant and homeless support services, to developing a documentary with support from the National Lottery, the Sundance Institute and the BFI suggests that acquiring

transferrable digital skills within an anthropological framing is a very successful employment-focused combination.

Programme-specific requirements

Not applicable

Tuition fee costs

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

Specific programme costs

In addition to the standard tuition fee costs, you will also be expected to meet some further costs which are specifically related to the BA Anthropology and Visual Practice programme as listed 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 local transport for these trips. On occasion, field trips may be taken to venues which charge admission, however these are always optional.

Field Research: Students often undertake some limited field research (fieldwork) in connection with producing their own audiovisual work for the practice-based modules AN51018B Introduction to Visual Practice and AN52011B Advanced Visual Practice, and for their final audiovisual project AN53074B Individual Studies with Practice. Students are responsible for their own travel and accommodation costs while producing this work.

Work Placements: Students undertaking a placement off-campus are responsible for their own transportation and subsistence costs while doing so.

Computer Hardware and Software: Students will have access to practice labs located in the Anthropology Department equipped with desktop Macs and appropriate software for editing and post-producing audiovisual work. If students want to have editing software installed on their own personal device/laptop this is at their own expense.

Digital Storage Devices: Because of the large digital file sizes involved in producing audiovisual work, visual practice students need to have their own external hard drive. Those recommended by the Department cost between £45-£65 and should be sufficient for the duration of the programme.

Audiovisual Equipment: Students can borrow relevant audiovisual equipment from the Departmental Technical Store as well as the University Media Equipment Centre. This includes a wide range of film, photography, and sound recording equipment and accessories, appropriate to the level of work students are expected to produce as part of their programme. Students have access to this equipment on a short-term loan basis, subject to availability. Students are responsible for the costs of replacing or repairing any lost or damaged equipment they borrow. Students who wish to use specialist cameras or other equipment not available in the Department/University would have to cover rental/purchase costs at their own expense.