

## **BA (Hons) Anthropology and Media**

### **Programme Specification**

**Awarding Institution:**

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

**Teaching Institution:** Goldsmiths, University of London

**Name of Final Award and Programme Title:** BA (Hons) Anthropology and Media

**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:** December 2020

**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.

In your final year you have the opportunity to design your own learning experience. You'll choose from module options in Anthropology and Media and will take a media production module that enables you to develop the skills you learned in your second year.

## **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

Given the diverse nature of students the program attracts most applicants are also interviewed; sensitive and detailed interviews can be used to modify the usual criteria for entry on a case-by-case basis. In general, the following additional criteria are evaluated:

- reasons for applying to do a degree in both anthropology and communications;
- reasons for applying to Goldsmiths;
- background knowledge/expectations of subjects; Intellectual potential and analytic skills;
- ability to express ideas verbally and engage in debate; Likelihood to complete the programme

## Aims of the programme

To offer a challenging, contemporary and flexible syllabus over three years, shaped by current research in order to stimulate interest in a wide range of areas in anthropology and communications studies, and to demonstrate where the disciplines complement each other.

## What you will be expected to achieve

To offer a challenging, contemporary and flexible syllabus over three years, shaped by current research in order to stimulate interest in a wide range of areas in anthropology and communications studies, and to demonstrate where the disciplines complement each other.

The overall programme is designed to give students a thorough grounding in both disciplines and provide a solid framework in which students can develop a critical perspective.

Students who successfully complete the BA (Hons) Anthropology and Media will be able to demonstrate the following knowledge, understanding and skills:

## 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

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
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**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
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**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
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

## 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

## How you will learn

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. 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 ethnographic examples and other kinds of data. Each lecture will have a more extensive reading list which students are encouraged to explore, necessarily so if they choose to write their assignment in this area.

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

**Film Screenings.** Some optional modules are accompanied by film screenings and discussion groups.

**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.

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

**Consultation and feedback hours.** 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 VLE.** The virtual learning environment is used to give departmental guidance and regulations, access to academic and other articles and links to websites.

## How you will be assessed

Modules are assessed by a variety of methods appropriate to relevant learning outcomes, see below.

### Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p><b>Essay Grading Criteria</b> A mark of 80% or higher is awarded when a candidate satisfies the requirements for a distinction, but to an outstanding degree.</p> <p><b>Project / Portfolio Grading Criteria</b></p>

Mark	Descriptor	Specific Marking Criteria
		A mark of 80% or higher is awarded when a candidate satisfies the requirements for a distinction, but to an outstanding degree
70-79%	1st: First (Excellent)	<p><b>Essay Grading Criteria</b> 70% - 79% (a first at degree level) an excellent piece of work. It will demonstrate overall the very effective application of appropriate knowledge, understandings and skills specified in the module learning outcomes. It will show a broad understanding of the subject and answers the question fully by taking in a number of appropriate aspects. Well-structured and clearly argued. Appropriate evidence used to make an argument and work demonstrates that concepts/theories have been assimilated and can be used in dealing with own material and experience.</p> <p><b>Project / Portfolio Grading Criteria</b> A First at degree level is work of excellent overall quality. It will demonstrate the very effective application of appropriate knowledge, understandings and skills specified in the module learning outcomes. It will consist of an original and ambitious project/portfolio which has achieved its goals with a good to high level of technical competence in relation to the experience of the student. It will be informed both by the strength of its original idea(s) and an appropriate and distinctive structure. It will have been well-researched/planned and exhibit a highly developed critical awareness of the medium and of issues such as audience and representation.</p>
60-69%	2.1: Upper Second (Very good)	<p><b>Essay Grading Criteria</b> 60-69% (a 2.1 at degree level) a highly competent piece of work. The essay will demonstrate overall the effective application of appropriate knowledge, understandings and skills specified in the module learning outcomes. It will show good evidence of extensive reading and awareness of different perspectives. Clearly structured with reading and evidential material directed towards answering the question. Using your own examples to develop your own arguments is often the difference between this category and the one below.</p> <p><b>Project / Portfolio Grading Criteria</b></p>

Mark	Descriptor	Specific Marking Criteria
		<p>A 2.1 at degree level is work that overall achieves a high standard. It will demonstrate overall the effective application of appropriate knowledge, understandings and skills specified in the module learning outcomes. The work will have achieved the majority of its goals and will demonstrate a significant degree of originality and ambition with a good level of technical competence in relation to the experience of the student. It will be based on an original idea and will be well-structured. It will show significant evidence of research/planning and demonstrate a critical awareness of the medium and of issues such as audience and representation.</p>
50-59%	2.2: Lower Second (Good)	<p><b>Essay Grading Criteria</b> 50-59% (a 2.2 at degree level) a satisfactory piece of work. The essay will demonstrate an overall satisfactory application of knowledge, understandings and skills specified in the module learning outcomes. It will show a good understanding of the topic and the principal reading recommended. It may be descriptive or too generalised in parts, lacking analysis or argument or may try to make an argument without providing sufficient appropriate evidence to back it up. It may not focus on the question sufficiently to demonstrate a higher level of achievement of the appropriate module outcomes.</p> <p><b>Project / Portfolio Grading Criteria</b> A 2.2 at degree level is work of an overall satisfactory standard. It will demonstrate an overall satisfactory application of knowledge, understandings and skills specified in the module learning outcomes. It will show degrees of originality and ambition and the achievement of its primary goal(s). Technically it will be competent in quality with a recognisable and successful overall structure. It will be based on a degree of research/planning and exhibit some critical awareness of the medium and of issues such as audience and representation.</p>
40-49%	3rd: Third (Pass)	<p><b>Essay Grading Criteria</b> 40-49% (a third/pass at degree level) The essay will demonstrate that the majority of the appropriate module learning outcomes are achieved to a satisfactory level. However, the essay will either too much description, or use a</p>

Mark	Descriptor	Specific Marking Criteria
		<p>limited range of material, or may assert a position without sufficient supporting evidence to demonstrate a higher level of outcome. The work is not sufficiently organised around answering the question to achieve a higher mark.</p> <p>Project / Portfolio Grading Criteria A Third at degree level is work of an overall satisfactory standard although little originality and/or ambition is demonstrated. Technically it will be competent in quality with a reasonably successful overall structure and the achievement of its primary goals. It will be based on a degree of research/planning and exhibit some critical awareness of the medium and of issues such as audience and representation.</p>
25-39%	Fail	<p>Essay Grading Criteria The candidate is judged to have achieved the module learning outcomes to an unsatisfactory level. A weak piece of work, which barely answers the question and relies on minimal range of detail and analysis. Little evidence of structure and planning or of a complete understanding of module perspectives.</p> <p>Project / Portfolio Grading Criteria The work will demonstrate little or no originality or ambition and the need for a greater degree of research/planning. The Project is unlikely to have achieved all its goals although some reasonable attempt to achieve them must be evident. The work will however, demonstrate some critical awareness of the medium and of issues such as audience and representation.</p>
10-24%	Bad fail	<p>Essay Grading Criteria The majority of the appropriate module learning outcomes are not achieved. A very limited knowledge of subject matter, poor organisation and planning and badly written. Fails to address the question and includes material without showing its relevance.</p> <p>Project / Portfolio Grading Criteria The majority of the appropriate module learning outcomes are not achieved. The work demonstrates little or no originality or</p>

Mark	Descriptor	Specific Marking Criteria
		ambition. Its technical standard, content and structure will be weak. It is likely there will be little evidence of original research or of a critical awareness of the medium, and the Department would not normally consider it suitable for any exhibition or publication.
1-9%	Very bad fail	A mark in this range represents a significant overall failure to achieve the appropriate learning outcomes. Written work shows no evidence of an attempt to address the question. It shall not be deemed a valid attempt and not necessarily required to be re-sat.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for plagiarised assessment.

## How the programme is structured

The programme structure is shown in the tables below.

### Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Ethnography of a Selected Region 1 (the Department of Anthropology will offer one region, which may vary from year to year)	AN51008B	15	4	Compulsory	1 or 2
Introduction to Social Anthropology	AN51001A	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	1
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 Title	Module Code	Credits	Level	Module Status	Term
Anthropology of Religion	AN52009A	15	5	Compulsory	1 or 2
Anthropology and the Visual 1	AN52008B	15	5	Compulsory	1 or 2
Politics, Economics and Social Change	AN52019A	15	5	Compulsory	1
Anthropology and Political Economy	AN52020A	15		Compulsory	2
Cross-Platform Media Practice 1	MC52008B	30	5	Compulsory	2 and 3
Modules from an approved list available annually from the Department of Media, Communications and Cultural Studies	Various	30	5	Optional	1 and 2

## Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	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: 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

## 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 twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

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

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

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

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

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching

are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

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

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **Links with employers, placement opportunities and career prospects**

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 transferable skills, which are suited to a wide range of careers and employment areas, including the public and voluntary sector, social and community work, overseas development, counselling, personnel management, the media, and aspects of healthcare, the culture and media industries, marketing and corporate communications, publicity and promotion, publishing, media research, arts administration, and postgraduate study in anthropology, media, cultural studies and related fields.

## **The requirements of a Goldsmiths degree**

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

Year 1 = Level 4  
Year 2 = Level 5

Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

## Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree
- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the achievement of a programme’s learning outcomes. These are designated as “Non-compensatable” for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

## Progression

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students must normally 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.

## Award of the degree

In order to graduate with a classified degree, students must successfully complete modules to the minimum value of 360 credits, as set out within the section “The requirements of a Goldsmiths degree” above. A failed module with a mark of 35-39% may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above and the module has not been defined as “Non-compensatable”. No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

## Classification

Final degree classification will usually be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively.

Degrees are awarded with the following classifications:

- 1st: First Class – 70%+
- 2.1: Upper Second – 60-69%
- 2.2: Lower Second – 50-59%
- 3rd: Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree.

More detail on the [calculation of the final classification](#) is on our website.

## **Interim exit awards**

Some programmes incorporate interim exit points of Certificate of Higher Education and/or Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

## **Programme-specific rules and facts**

### **General programme costs**

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at [gold.ac.uk/programme-costs](http://gold.ac.uk/programme-costs).

### **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.

**Field Work:** 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.

## **How teaching quality will be monitored**

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).