

BA (Hons) Anthropology

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

Programme Name: BA (Hons) Anthropology

Total credit value for programme: 360 credits

Name of Interim Exit Award(s):

Certificate of Higher Education in Anthropology.

Diploma of Higher Education in Anthropology.

Duration of Programme: 3 years full-time or 6 years part-time

UCAS Code(s): L602

HECoS Code(s): (100436) Anthropology

QAA Benchmark Group: Anthropology

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: May 2024

Home Department: Anthropology

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

Not applicable

Programme overview

This degree introduces you to the key issues, themes and problems that have shaped anthropological thought, but with a particular focus on newer socially aware, politically engaged, decolonial practice. You'll be able to study all kinds of human society and culture to develop an understanding of the relevance of social anthropology for understanding contemporary cultural issues. We offer a fresher approach to the subject than the 'traditional anthropology' taught at other institutions. We look at anthropology from a contemporary perspective, which means that what you learn in the classroom will be relevant in a variety of public domains, in Britain and elsewhere. You'll have the opportunity to investigate anthropology in relation to politics, religion, knowledge, philosophy, social justice, and environmentalism.

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 department.

Direct school leavers: applicants will normally have three A level passes in any subject (currently the usual entry grades are BBB in any combination, excluding General Studies) or EU/Overseas equivalent.

IB 33 with HL 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 either anthropology, 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 that the programme is designed to attract many applicants are also interviewed, where the following additional criteria are evaluated:

- reasons for applying to do a degree in anthropology
- reasons for applying to Goldsmiths
- background knowledge/expectations of subject
- intellectual potential and analytic skills
- ability to express ideas verbally and engage in debate
- motivation to complete the programme
- Sensitive and detailed interviews therefore can alter the usual criteria for entry on a case-by-case basis.

Programme learning outcomes

The overall purpose of the programme is to offer a challenging and contemporary syllabus, shaped by current research, which enables you to develop your critical capacity, become sensitive to the cultural context of all aspects of society, and gain an understanding of the main theoretical underpinnings of anthropological analysis. Individual modules contribute to attitudes of open-mindedness and flexibility, and an enhanced understanding of social life. Students who complete the first year of the programme and 120 credits will have successfully achieved a Certificate of Higher Education in Anthropology and will be able to:

Knowledge and understanding

| Code | Learning outcome | Taught by the following module(s) |
|------|--|--|
| A1 | Demonstrate knowledge and understanding of the subject area, be responsive to the cultural context of all aspects of society, and have an understanding of the underlying theoretical concepts and anthropological principles. | Being Related, Approaches to Contemporary Anthropology, Anthropological Methods, Ethnographic Film , Academic Skills for Anthropology, Anthropology in London, Anthropological Ideas Today |
| A2 | demonstrate knowledge and understanding of the anthropological and ethnographic methodologies used, materials generated and theories developed to the study of a particular region; | Being Related; Anthropology in London. |
| A3 | Demonstrate ethnographically-informed knowledge and understanding of issues of social and environmental justice; identify the mediated and material formation of the social movements currently tackling these issues. | Approaches to Contemporary Anthropology, Being Related; Anthropological Methods; Ethnographic Film; Anthropological Ideas Today. |
| A4 | Demonstrate knowledge and understanding of the contemporary relevance of anthropological approaches | |

| Code | Learning outcome | Taught by the following module(s) |
|------|--|--|
| | to social change, including political and economic issues in the context of ideas about 'globalisation', 'cultural hybridity', 'social justice', 'environmentalism', 'activism' and 'modernisation'. | Approaches to Contemporary Anthropology; Being Related; Anthropological Methods; Ethnographic Film; Anthropological Ideas Today; Anthropology in London. |
| A5 | Demonstrate understanding of issues related to the anthropological study of a specific area or history and the effects of acute social and political change through intensive use of ethnographic writing. | Approaches to Contemporary Anthropology, Being Related; Anthropological Ideas Today; Anthropology in London. |

Cognitive and thinking skills

| Code | Learning outcome | Taught by the following module(s) |
|------|--|--|
| B1 | Apply analytical skills to key debates within contemporary anthropology including gender and sexuality, new reproductive technologies, ethnicity, racism, reflexivity, health and medicine, art, environmental issues, and contemporary media; | Approaches to Contemporary Anthropology; Being Related; Ethnographic Film; Anthropological Ideas Today; Anthropology in London. |
| B2 | Identify theoretical perspectives on a wide range of anthropological issues and their relative strengths and weaknesses; | Being Related, Approaches to Contemporary Anthropology, Anthropological Methods, Ethnographic Film , Academic Skills for Anthropology, Anthropology in London, Anthropological Ideas Today |

| Code | Learning outcome | Taught by the following module(s) |
|------|---|--|
| B3 | identify and respond – with reflective and being open and responsive too assumptions about diverse cultures and societies in relation to anthropological issues and debates | Being Related, Approaches to Contemporary Anthropology, Anthropological Methods, Ethnographic Film , Academic Skills for Anthropology, Anthropology in London, Anthropological Ideas Today |
| B4 | Identify areas for a substantial and sustained individual anthropological project under the guidance and supervision of member of staff. | Approaches to Contemporary Anthropology; Anthropology in London; Anthropological Methods. |

Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome | Taught by the following module(s) |
|-------------|--|---|
| C1 | Apply a range of practical anthropological approaches to the study of cultures and societies. | Being Related, Approaches to Contemporary Anthropology, Anthropological Methods, Ethnographic Film , Academic Skills for Anthropology, Anthropology in London, Anthropological Ideas Today |
| C2 | Evaluate anthropological perspectives, both for discipline-specific fieldwork and as a means of communicating anthropology to a public audience; | All modules. Being Related, Approaches to Contemporary Anthropology, Anthropological Methods, Ethnographic Film , Academic Skills for Anthropology, Anthropology in London, Anthropological Ideas Today |
| C3 | Identify the importance of current anthropological approaches to a range of contemporary issues. | All modules.. Being Related, Approaches to Contemporary Anthropology, Anthropological Methods, Ethnographic Film , Academic Skills for Anthropology, Anthropology in London, Anthropological Ideas Today |

Transferable skills

| Code | Learning outcome | Taught by the following module(s) |
|-------------|--|---|
| D1 | Apply appropriate research skills to an issue or project, including the collection and analysis of basic qualitative data and conduct bibliographic searches through use of the internet and Library | Being Related, Approaches to Contemporary Anthropology, Anthropological Methods, Ethnographic Film , Academic Skills for Anthropology, Anthropology in London, Anthropological Ideas Today |
| D2 | Actively and constructively participate in a team project, and reflect on the productive nature of joint work; | Anthropological Ideas Today; |
| D3 | work independently and take responsibly to manage one's time and meet deadlines | Being Related, Approaches to Contemporary Anthropology, Anthropological Methods, Ethnographic Film , Academic Skills for Anthropology, Anthropology in London, Anthropological Ideas Today |

| Code | Learning outcome | Taught by the following module(s) |
|-------------|--|---|
| D4 | Effectively communicate key ideas in both written and oral form. | Being Related, Approaches to Contemporary Anthropology, Anthropological Methods, Ethnographic Film , Academic Skills for Anthropology, Anthropology in London, Anthropological Ideas Today |
| D5 | Demonstrate critical thinking skills, and be responsive to alternative perspectives. | Being Related, Approaches to Contemporary Anthropology, Anthropological Methods, Ethnographic Film , Academic Skills for Anthropology, Anthropology in London, Anthropological Ideas Today |
| D6 | Employ computers both for internet searches and the application of a range of industry standard software packages; | Being Related, Approaches to Contemporary Anthropology, Anthropological Methods, Ethnographic Film , Academic Skills for Anthropology, Anthropology in London, Anthropological Ideas Today |

| Code | Learning outcome | Taught by the following module(s) |
|------|--|---|
| D7 | Implement referencing skills and appropriate academic apparatus. | Being Related, Approaches to Contemporary Anthropology, Anthropological Methods, Ethnographic Film , Academic Skills for Anthropology, Anthropology in London, Anthropological Ideas Today |

Students who complete the second year of the programme and 240 credits will have achieved a **Diploma of Higher Education in Anthropology** and will be able to:

Knowledge and understanding

| Code | Learning outcome | Taught by the following module(s) |
|------|---|--|
| A1 | Demonstrate a critical knowledge and understanding of theoretical underpinnings and principles of anthropological analysis. | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |
| A2 | Demonstrate knowledge and understanding of the application of anthropological and ethnographic methodologies, materials and theories. | Thinking Anthropologically. |
| A3 | Critically demonstrate an ethnographically-informed knowledge and understanding of issues of social and environmental justice; identify and critically analyse the mediated and material formation of the social movements currently tackling these | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically |

| | | |
|----|---|--|
| | issues, and to apply this knowledge more widely. | Thinking Through Race Goldsmiths Elective |
| A4 | Demonstrate a critical knowledge and understanding of the relevance of anthropological approaches to social change, and political and economic issues such as 'globalisation', 'cultural hybridity', 'social justice', 'environmentalism', 'activism' and 'modernisation' | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |
| A5 | Demonstrate critical knowledge and understanding of the issues related to the anthropological study and the effects of acute social and political change | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |

Cognitive and thinking skills

| Code | Learning outcome | Taught by the following module(s) |
|------|--|--|
| B1 | Critically analyse key debates on a range of issues in contemporary anthropology including: gender and sexuality, new reproductive technologies, ethnicity, racism, reflexivity, health and medicine, art, environmental issues, and contemporary media. | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |
| B2 | Critically evaluate theoretical perspectives on a range of anthropological issues making informed and supported judgements of their strengths and weaknesses. | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |
| B3 | analyse using critical reflection and being open and responsive to assumptions about diverse cultures and societies in relation to anthropological issues and debates; | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |

| | | |
|----|--|------------------------|
| B4 | Apply critical analysis and self-reflection in relation to a substantial and sustained individual anthropological project under the supervision and guidance of a member of staff. | Thinking Through Race. |
|----|--|------------------------|

Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome | Taught by the following module(s) |
|------|---|--|
| C1 | Critically apply and evaluate a range of practical anthropological approaches to the study of cultures. | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |
| C2 | Critically evaluate anthropological perspectives, both for discipline-specific fieldwork and as a means of communicating anthropology to a wide audience. | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |
| C3 | Critically analyse the importance of current anthropological approaches to a range of contemporary issues. | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |

Transferable skills

| Code | Learning outcome | Taught by the following module(s) |
|-------------|---|--|
| D1 | Critically apply research skills to a range of issues or projects, including the collection and analysis of qualitative data, bibliographic searches and the appropriate use of the internet and Library resources and platforms. | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |
| D2 | Initiate and plan a collaborative/team project acting on guidance and feedback to produce joint work; | Thinking Through Race; Critical Ecologies. |
| D3 | work autonomously/independently, exercising critically engaged decision making-skills, and take responsibly to manage one's time and meet deadlines. | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |
| D4 | Critically apply effective communication skills, in both written and oral form. | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |
| D5 | Implement critical thinking skills responsive to alternative perspectives. | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |
| D6 | Employ IT skills for complex internet searches and the application of a range of industry standard software packages. | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |
| D7 | Effectively apply referencing skills and appropriate academic apparatus, and | |

| | | |
|--|--|--|
| | develop new competencies in academic skills. | Critical Ecologies Anthropology of Politics, Inequalities and Social Change Thinking Anthropologically Thinking Through Race Goldsmiths Elective |
|--|--|--|

Students who complete all three years of the programme and 360 credits and graduate with a **BA (Hons) Anthropology** will be able to:

Knowledge and understanding

| Code | Learning outcome | Taught by the following module(s) |
|------|---|---|
| A1 | Systematically demonstrate a critical knowledge and understanding of the theoretical underpinnings of anthropological analyses. | Individual Project OR Extended individual Project |
| A2 | Demonstrate knowledge and understanding and the critical application and analyses of anthropological and ethnographic methodologies, materials and theories . | Individual Project OR Extended individual Project |
| A3 | Systematically demonstrate a critical, detailed and ethnographically-informed knowledge and understanding of key aspects of issues of social and environmental justice; identify, critically analyse and consolidate knowledge of the mediated and material formation of the social movements currently tackling these issues, and to apply this knowledge more widely. | Individual Project OR Extended individual Project |
| A4 | Systematically demonstrate a coherent and detailed knowledge and understanding of the relevance of anthropological approaches to contemporary social change, and political and economic issues including 'globalisation', 'cultural hybridity', 'social | Individual Project OR Extended individual Project |

| | | |
|----|---|---|
| | justice', 'environmentalism', 'activism' and 'modernisation' | |
| A5 | Demonstrate critical knowledge and understanding of the limits and ambiguity of arguments and debates of anthropological study, and the effects of acute social and political change. | Individual Project OR Extended individual Project |

Cognitive and thinking skills

| Code | Learning outcome | Taught by the following module(s) |
|------|---|---|
| B1 | Systematically apply detailed, critical analyses to key debates of contemporary anthropology, proactively engaging with a wide range of issues including gender and sexuality, new reproductive technologies, ethnicity, racism, reflexivity, health and medicine, art, environmental issues, and contemporary media; | Individual Project, Extended Individual Project. |
| B2 | Critically analyse and evaluate theoretical perspectives on a wide range of anthropological issues, making coherent, structured and appropriately supported arguments. | Individual Project OR Extended individual Project |
| B3 | Deploy interpretative and critical analysis skills that respond to and detail specific assumptions about diverse cultures and societies in relation to complex anthropological issues. | Individual Project OR Extended individual Project |
| B4 | Initiate, develop, plan and implement a substantial and individual anthropological research project, under the supervision and guidance of a member of staff which also presents critical arguments. | Individual Project, Extended Individual Project. |

Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome | Taught by the following module(s) |
|------|---|---|
| C1 | Critically apply analysis and evaluation skills to a wide range of practical anthropological approaches to the study of cultures. | Individual Project OR Extended individual Project |
| C2 | Systematically critically evaluate anthropological perspectives, both for discipline-specific fieldwork and for effectively communicating detailed analyses of anthropology to both academic and public audience. | Individual Project OR Extended individual Project |
| C3 | Extend and apply detailed critical evaluation and analysis of the importance of current anthropological approaches to a wide range of contemporary issues. | Individual Project OR Extended individual Project |

Transferable skills

| Code | Learning outcome | Taught by the following module(s) |
|------|---|---|
| D1 | Systematically apply research skills and extend and develop new research skill competencies to a wide range of issues or projects, including the collection and analysis of qualitative data, and conducting comprehensive bibliographic searches through the use of the internet and Library | Individual Project OR Extended individual Project |
| D2 | Proactively, develop and critically evaluate a complex project. | Individual Project OR Extended Individual Project |
| D3 | Exercise decision-making skills, manage own learning, and take responsibility to manage one's time and meet deadlines in complex and unpredictable contexts. | Individual Project OR |

| | | |
|----|---|---|
| | | Extended individual Project |
| D4 | Deploy communication skills to effectively convey complex ideas, structured and coherent arguments in both written and oral form. | Individual Project OR Extended individual Project |
| D5 | Deploy responsive, critical thinking skills to effectively communicate to wide range of specialist and non-specialist audiences. | Individual Project OR Extended individual Project |
| D6 | Extend and apply comprehensive knowledge, and understanding of IT skills IT to the application of a wide range of industry standard software packages; | Individual Project OR Extended individual Project |
| D7 | Systematically apply the relevant and appropriate referencing skills to academic apparatus, and extend and consolidate competencies in academic skills. | Individual Project OR Extended individual Project |

Grading Criteria

| Mark | Descriptor | Specific Marking Criteria |
|---------|------------------------|---|
| 70-100% | 1st: First (Excellent) | <p>70-100% First (Excellent)</p> <p>Work that reflects an excellent to outstanding (80%+) level of achievement of the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)</p> <p>A First-class answer in this category should be an excellent piece of work in all respects.</p> <ul style="list-style-type: none"> • It should indicate a considered and precise grasp of the issue(s), and a broad understanding of the applicable module learning outcomes. |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> • 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. <p>First class written assessments awarded a mark of 80 or above are considered outstanding in all the above respects.</p> <p>Presentations</p> <ul style="list-style-type: none"> • 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. <p>First class presentations awarded a mark of 80 or above are considered outstanding in all the above respects.</p> |
|--|--|--|

| | | |
|--------|-------------------------------|--|
| | | <p>Practice-based assessments (Audio and/or Video)</p> <ul style="list-style-type: none"> • 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. <p>First class work awarded a mark over 80 are outstanding pieces of work in all above respects.</p> |
| 60-69% | 2.1: Upper Second (Very good) | <p>60-69% Upper Second (Very good)</p> <p>Work that reflects a very good standard of achievement of the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)</p> <p>As relevant to the form of assessment, an upper second-class paper should be a very good piece of work.</p> <p>It should show evidence of:</p> <ul style="list-style-type: none"> • 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. |

| | | |
|--------|--------------------------|---|
| | | <p>Presentations</p> <p>The presentation should:</p> <ul style="list-style-type: none"> • 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. <p>Practice-based assessments (Audio and/or Video)</p> <p>The work demonstrates:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • • A clear and coherent expression of ideas and a significant understanding of the chosen field. |
| 50-59% | 2.2: Lower Second (Good) | <p>Work that reflects a good standard of achievement of the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)</p> <p>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.</p> <p>Work should show:</p> |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> • 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. <p>Presentations</p> <p>Presentations will</p> <ul style="list-style-type: none"> • 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. <p>Practice-based assessments (Audio and/or Video)</p> <p>Work demonstrates</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • • 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) | <p>Work that reflects a threshold standard of achievement of the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)</p> <p>As relevant to the form of assessment, a Third-Class paper</p> <ul style="list-style-type: none"> • 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 of an adequate standard but using a limited range of sources. <p>Presentations</p> <p>A third-class presentation</p> <ul style="list-style-type: none"> • 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. <p>Practice-based assessments (Audio and/or Video)</p> <p>Work demonstrates</p> <ul style="list-style-type: none"> • a limited understanding of the field of study. • some manipulation of the chosen visual material but indicating an unimaginative response to the practice. |
|--------|-------------------|--|

| | | |
|--------|------|--|
| | | <ul style="list-style-type: none"> • Little critical reflection, little coherence and lacks an overall argument • Little evidence of ambition to challenge conventional practice. |
| 25-39% | Fail | <p>Work is unsatisfactory and represents an overall failure to achieve the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)</p> <p>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.</p> <p>Presentations</p> <p>This is a presentation that</p> <ul style="list-style-type: none"> • 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. <p>Practice-based assessments (Audio and/or Video)</p> <p>The work shows</p> <ul style="list-style-type: none"> • scant attention to the critical and practical demands of the practice with no apparent judgement in the manipulation of the visual material. |

| | | |
|--------|----------|--|
| | | <ul style="list-style-type: none"> • 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 | <p>Work that represents a significant overall failure to achieve the appropriate learning outcomes.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)</p> <p>As relevant to the form of assessment, a Bad Fail mark indicates</p> <ul style="list-style-type: none"> • 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. <p>Presentations</p> <p>This is a presentation that:</p> <ul style="list-style-type: none"> • 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. |

| | | |
|------|-------------------------------|--|
| | | <p>Practice-based assessments (Audio and/or Video)</p> <p>The work shows:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • A complete lack of critical reflection that would allow the student to identify conventional practice. |
| 1-9% | Very bad fail | <p>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.</p> <p>Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)</p> <p>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).</p> <p>There may be no attempt at referencing and little use of sources.</p> <p>Presentations</p> <p>A presentation which does not present material or an overall argument or address the specified learning outcomes. The presentation shall be deemed a non-valid attempt and must be re-taken.</p> <p>Practice-based assessments (Audio and/or Video)</p> <p>Work that does not address the practical demands of the practice or specified learning outcomes.</p> |
| 0% | Non submission or plagiarised | <p>A categorical mark representing either the failure to submit an assessment or a mark assigned for plagiarised assessment.</p> |

Mode of study

Full time on campus

Programme structure:

Full-time mode

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 |
| Ethnographic Film | AN51004A | 15 | 4 | Compulsory | 1 or 2 |
| Academic Skills for Anthropology | AN51021A | 15 | 4 | Compulsory | 1 or 2 |
| Anthropology in London | AN51016A | 15 | 4 | Compulsory | 1 or 2 |
| Anthropological Ideas Today | AN51XXXX | 15 | 4 | Compulsory | 1 or 2 |

Academic year of study 2

| Module Name | Module Code | Credits | Level | Module Type | Term |
|--|-------------|---------|-------|-------------|------|
| Critical Ecologies | AN52XXXX | 15 | 5 | Compulsory | 1 |
| Anthropology of Politics, Inequalities and Social Change | AN52020C | 15 | 5 | Compulsory | 2 |
| Thinking Anthropologically | AN52005C | 15 | 5 | Compulsory | 1 |
| Thinking Through Race | AN52018B | 15 | 5 | Compulsory | 2 |
| Goldsmiths Elective | Various | 15 | 5 | Compulsory | 1 |
| + 45 credits from the following: | | | | | |

| | | | | | |
|---|----------|----|---|--------|---|
| Anthropology and Public Policy | AN52XXXX | 15 | 5 | Option | 1 |
| Indigenous Cosmopolitics and Global Justice | AN52XXXX | 15 | 5 | Option | 2 |
| Anthropology of Religion | AN52009A | 15 | 5 | Option | 1 |
| Working with Images | AN52008C | 15 | 5 | Option | 2 |
| Anthropology and Public Practice | AN52XXXX | 15 | 5 | Option | 2 |
| The Goldsmiths' Social Change Module | TBC | 15 | 5 | Option | 2 |

Academic year of study 3

| Module Name | Module Code | Credits | Level | Module Type | Term |
|--|-------------|---------|-------|-------------|---------|
| EITHER: Individual Project | AN53006A | 30 | 6 | Compulsory | 1 and 2 |
| OR: Extended individual Project | AN53031A | 45 | 6 | Compulsory | 1 and 2 |
| Anthropology and Public practice | AN53075A | 15 | 6 | Optional | 2 |
| 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 |

Part-time mode

Part-time students may take the programme over 6 years, studying 60 credits per year. Modules may be taken in any order except for AN51001B Contemporary Approaches to Anthropology, which must be taken in the first 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.

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.

Employability and potential career opportunities

BA (Hons) Anthropology offers a range of employability experiences of varying depth.

The key elements which offer a substantial depth of experience in this programme are Showcasing Talents, Collaborative Practice, Questioning the Status Quo, Borderless Thinking and Growth Mind-set.

Definition and Location in Programme

The definition of Showcasing Talents is: the capability to speak confidently about one's own abilities, work and ideas and the confidence to share them with the world. In this programme, students can substantially develop this skill in the following modules:

Anthropological Ideas Today

The definition of Collaborative Practice is: The ability to work together with different people with different skills and viewpoints to realise common goals and objectives. In this programme, students can substantially develop this skill in the following modules:
Anthropology and the Visual 1

The definition of Questioning the Status Quo is: The desire to critically question ideas and concepts, engaging in reflective and independent thinking. In this programme, students can substantially develop this skill in the following modules: Contemporary Approaches to Anthropology.

The definition of Borderless Thinking is: Trusting of own intuition and being able to use an interdisciplinary approach to find inventive solutions to complex problems. In this

programme, students can substantially develop this skill in the following modules: Thinking Through Race

The definition of Growth Mind-set is: Belief in own ability to learn and improve – academically, digitally, socially and practically; to take setbacks as an opportunity to grow and develop. In this programme, students can substantially develop this skill in the following modules: Contemporary Approaches to Anthropology.

Potential Career Paths

The typical types of career opportunities from this programme using Showcasing Talents include, but are not limited to public relations officer; Higher education lecturer.

The types of career opportunities from this programme using Collaborative Practice include, but are not limited to Charity officer; Community development worker; International aid/development worker, UX Researcher.

The types of career opportunities from this programme using Questioning the Status Quo include, but are not limited to social researcher; Higher education lecturer; Equality, diversity and inclusion officer, Charity Worker.

The types of career opportunities from this programme using Borderless Thinking include but are not limited to social researcher; Market researcher; Political risk analyst.

The types of career opportunities from this programme using Growth Mind-set include, but are not limited to Social Worker; Equality, diversity, and inclusion officer.

Using Elements to Support Career Planning

In considering career choices, students should reflect on what Elements such career choices might need and build a programme of in curriculum and extra curriculum engagement that allows them to develop these skills and experiences.

Career aspirations may change as students progress through the BA (Hons) Anthropology programme, so taking time to reflect on a regular basis and speaking to people about career ideas is strongly encouraged.

The condition of the UK labour market will impact on the availability of opportunities in terms of supply and demand, so speaking to people in industry and getting information from the Careers Service can help students keep on track and set realistic goals.

Study abroad

Your programme includes opportunities to study abroad by spending a term at one of the overseas universities that the department holds a study abroad agreement with.

Details of study abroad opportunities and guidance can be found here -

<https://www.gold.ac.uk/students/go-abroad/study-abroad/>

Please note that study abroad applications must be approved by the anthropology department study abroad coordinator and your programme convenor to ensure that the arrangement fits with the structure of your programme.

Intercollegiate study

As a member institution of the University of London, Goldsmiths has arrangements in place with other [member institutions](#), to allow students to study modules at another University of London college.

Information about how to apply for intercollegiate options can be found here - <https://www.gold.ac.uk/students/assessments/intercollegiate-outgoing/>

Please note that intercollegiate study applications must be approved by your programme convenor to ensure that the arrangement fits with the structure of your programme, that comparable modules are not already offered at Goldsmiths, and that modules are at the level and credit weighting appropriate to your progression within your programme.

Programme-specific requirements

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 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.