

Integrated Degree BA Anthropology (including Open Book) Programme Specification

Awarding Institution:

University of London (Foundation Certificate award made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title:

Foundation Certificate in Anthropology
or progression to BA (Hons) Anthropology

Name of Interim Exit Award(s): Not applicable

Duration of Programme:

1 year full-time (Foundation Certificate) + 3 years full-time (undergraduate degree)
Open Book pathway: 2 years (Foundation Certificate) + 3 years full-time (undergraduate degree)

UCAS Code(s): L601

HECoS Code(s): (100436) Anthropology

QAA Benchmark Group: Anthropology

FHEQ Level of Award: Level 3 (Foundation Certificate), Level 6 (undergraduate degree)

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:

Not applicable

Programme overview

This is a four-year degree at Goldsmiths. If you successfully achieve the progression requirements of the foundation year, you can continue with the full-time three-year BA (Hons) Anthropology. The Open Book pathway into the Foundation Year, which is taken over 2 years in part-time mode, develops your academic and literacy skills, offers an overview of aspects of the social sciences, and includes modules in Academic Literacies, Modern Cultures in Interdisciplinary Focus, as well two core anthropology modules: Ways into Anthropology, and Contemporary Issues in Anthropology. The first year of the part-time Open Book pathway is taught/hosted by the Department of Computing.

Programme entry requirements

Candidates must normally be 18 years of age by the 30th September in the year of entry to the programme.

There are no formal qualifications required for admission and we do not expect any prior knowledge of the discipline of Anthropology. You will need to demonstrate that you can benefit from the programme and that you have the ability to develop research and critical reading skills. This could be demonstrated informally or through level 2 or three qualifications.

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.

Selection will normally be through interview.

Aims of the programme

The full-time programme is Year 0 of an integrated degree programme leading finally to a full BA. It should be read in conjunction with the programme specification of the BA (Hons) Anthropology which contains descriptions of all the component modules in the full programme of study and identifies the learning outcomes and skills that you should achieve by engaging fully with the learning process offered up to level 3. These outcomes are not repeated here.

The part time pathway goes further to achieving the aim of opening up our degrees to non-traditional students, and facilitating the route into education for mature and non-traditional students making life changing decisions.

Assessment, marking and teaching of the first year of the Open Book pathway will be undertaken by Open Book tutors in conjunction with the Computing department (who will convene and oversee the first year of this pathway). In the second of the Open Book pathway, assessment, marking and teaching will be undertaken by members of the anthropology department. The Open Book pathway will be externally moderated by an examiner agreed upon by both the Computing and Anthropology departments.

Both programme pathways aim to develop students' knowledge and understanding of the discipline, history and methodology of modern anthropological practice, and to give them the skills necessary to progress successfully on to the BA programme.

What you will be expected to achieve

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	of the history and intellectual foundations of social anthropology	Integrated Degree in Anthropology: all modules; Open Book pathway: Modern Cultures in Interdisciplinary Focus; Ways into Anthropology; Contemporary Issues in Anthropology.
A2	of different methods, concepts and appropriate terminology used in the study of social anthropology	Integrated Degree in Anthropology: all modules; Open Book pathway: Modern Cultures in Interdisciplinary Focus; Ways into Anthropology; Contemporary Issues in Anthropology.
A3	of theories and debates central to the discipline of social anthropology	Integrated Degree in Anthropology: all modules; Open Book pathway: Modern Cultures in Interdisciplinary Focus; Ways into Anthropology; Contemporary Issues in Anthropology.
A4	of other cultural worldviews, and of how social and cultural processes naturalise attitudes and assumptions about ethnicity, gender and other areas of social and cultural difference.	Integrated Degree in Anthropology: all modules; Open Book pathway: Modern Cultures in Interdisciplinary Focus; Ways into Anthropology; Contemporary Issues in Anthropology.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	to synthesise academic material and develop arguments	Integrated Degree in Anthropology: all modules; Open Book pathway: all modules.
B2	to analyse critical ideas in relation to the field of social anthropology	Integrated Degree in Anthropology: all modules; Open book pathway: all modules.

Code	Learning outcome	Taught by the following module(s)
B3	to illustrate points of view	Integrated Degree in Anthropology: all modules; Open book pathway: all modules.
B4	to critically evaluate ideas of changes and continuities in relation to social anthropology	Integrated Degree in Anthropology: all modules; Open book pathway: all modules.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	to apply enhanced literacy and communication skills in a range of contexts	Integrated Degree in Anthropology: all modules; Open Book pathway: all modules.
C2	to develop research skills	Integrated Degree in Anthropology: all modules; Open book pathway: all modules.
C3	to engage with and reflect on classical and contemporary issues in anthropology	Integrated Degree in Anthropology: all modules; Open Book pathway: Modern Cultures in Interdisciplinary Focus; Ways into Anthropology; Contemporary Issues in Anthropology.

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	to research and information retrieval skills	Integrated Degree in Anthropology: all modules; Open Book pathway: all modules.
D2	to present information and ideas in a structured and coherent manner	Integrated Degree in Anthropology: all modules; Open Book pathway: all modules.
D3	to develop new skills within a structured and managed environment	Integrated Degree in Anthropology: all modules; Open Book pathway: all modules
D4	necessary for further undergraduate study	Integrated Degree in Anthropology: all modules; Open Book pathway: all modules.

How you will learn

Subject-content knowledge is developed through direct teaching, with occasional preparatory tasks set to enable you to place your own learning experiences in context. The sessions are organised so as to mix lecture-style input with opportunities for pair, small group, and whole-class discussion.

The format of the input sessions will vary. They may include lectures (e.g. PowerPoint presentations) and sessions involving group tasks and discussions.

Practical/subjects skills are developed through direct teaching, occasional preparatory tasks set to enable you to place your own learning experiences in context and participation in coursework.

The development of transferable skills will be encouraged by full participation in the programme sessions, and in the work required for the written assignments.

How you will be assessed

All learning skills, and particularly cognitive and thinking skills will be assessed across a range of formative and summative activities on both pathways. These will include coursework essays, study skills exercises and reports, research exercises and projects, take-home papers, class presentations and a reflective portfolio:

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Outstanding/ Exceptional	90%-100% This range of marks is awarded to a submission which is outstanding on all counts. The submission should demonstrate the candidate's initiative in drawing upon relevant sources outside of reading lists, and in doing so should also indicate a cross-disciplinary understanding of the issues under debate. The submission should incorporate a diverse range of theoretical concepts and indicate a high level of understanding and critical analysis. The response should be extremely well structured and written in consistent academic style, marshalling detailed material and ethnographic evidence. It should generally demonstrate a high degree of insight, and reflexivity. Essays will be thoroughly and correctly referenced, with complete in-text citations and references and/or bibliography.

Mark	Descriptor	Specific Marking Criteria
		<p>80%-90% This range of marks is awarded to a submission which indicates an advanced grasp of the issue, and a detailed understanding of the subject under review. The response should be extremely well structured and coherent, and written in a fluid style with few or no spelling or grammatical mistakes. It should demonstrate an advanced grasp of diverse range of relevant issues, arguments and theoretical perspectives. The essay should demonstrate a level of independent and critical thinking, as well as use of critical analysis and the development and deployment of arguments, material evidence and ethnographic examples.</p> <p>Essays will also be thoroughly and correctly referenced, with complete in-text citations and references and/or bibliography</p>
70-79%	Very Good	<p>This award is assigned to a submission which indicates a mature and accurate grasp of the issue, and a broad understanding of the subject under review. The response should be well structured and coherent, and written in a fluid style. It should be well argued, indicating an understanding of relevant theoretical perspectives and demonstrate use of appropriate, referenced, detailed examples. It will show clear evidence of research/planning. Overall, the essay will be fluently written, with clarity, focus and coherence. It will demonstrate clear evidence of critical argumentation and analysis.</p> <p>Essays will also be thoroughly and correctly referenced with a complete and properly organised bibliography.</p>
60-69%	Good	<p>This award is assigned to a submission which is overall a very competent piece of work. The work will focus on the question and provide a clear answer. It will show a good level of knowledge and understanding of relevant module material; and show evidence of a critical engagement with a range of reading. It will demonstrate the ability to use ideas from the reading to support and develop arguments, and use relevant examples. It will make relevant use of both theory and ethnography.</p>

Mark	Descriptor	Specific Marking Criteria
		<p>The essay will be well written, detailed and provide relevant examples. It will demonstrate identification and grasp of appropriate concepts and theories. It will show evidence of research/planning and demonstrate a logical and coherent argument. The essay should also demonstrate the ability to develop the writer's own thoughts and arguments, and should contain little or no material that is irrelevant to the subject under discussion. It will demonstrate selective use of research material, and be referenced with a complete and properly organised bibliography</p>
50-59%	Pass	<p>A pass mark is awarded to a satisfactory piece of work that addresses and remains focused on the question posed. It will demonstrate that relevant basic reference texts and module materials have been read and understood. It will make use of ethnographic examples. It will be reasonably well structured and coherently presented. It will have at least a partial/complete bibliography and in-text citations. It will show some evidence of research/planning and there should be some coherence and substance to the argument.</p> <p>At the lower end of the grade range essays may be too descriptive or generalised, be lacking in a clear analysis, or indicate a lack of personal engagement with the issue at hand. They may also show limited knowledge and understanding of module materials, lack relevant ethnographic examples, may be weakly structured, poorly argued or analysed, and demonstrate little originality or ambition, but will show some evidence of reading and comprehension.</p> <p>Essays at the lower range of the scale may also be poorly presented, have inadequate in-text citations and references and/or bibliography, or demonstrate poor research or planning skills.</p>
31-49%	Fail	<p>This mark is assigned to submissions with little content or evidence of reading relevant literature. The topic of the question may not be addressed at all or the submission fails to answer or understand the question set. Essays may be short, irrelevant material may be included and the candidate may rely on personal opinion. An overall argument may be</p>

Mark	Descriptor	Specific Marking Criteria
		absent. The essay may be short and thin, scrambled, in bullet points or outline, demonstrating little knowledge of the subject matter. What is written may have little connection to the subject under discussion, and may contain factual errors. At the higher end of the marking range, submissions may be entirely descriptive and lacking in analytical skills, display weak writing and be missing in-text citations, references and/or bibliography. The technical standard, content and structure may be weak. There will be little or no evidence of research/planning nor critical awareness.
16-30%	Bad fail	This mark is assigned to submissions that suggest some rudimentary understanding of the issues concerned. Essays are likely to provide no evidence that the candidate would have been able to answer the question better with more time or through a different form of assessment. They may have virtually no content or essay structure and lacking in supporting ethnographic data; they are difficult to follow and/or incoherent.
1-15%	Very bad fail	A submission that is not a complete script or not deemed to be a legitimate submission to pass in any way whatsoever. The submission may be so short as to not qualify as an argument; it may contain just a few sentences, and these may be wholly irrelevant.
0%	Non submission or plagiarised	This mark is assigned either as a consequence of a failure to submit or to a partially or wholly plagiarised submission.

How the programme is structured

Academic Year of Study (Traditional Pathway)

Module Title	Module Code	Credits	Level	Module Status	Term
Ways into Anthropology	AN50004A	30	3	Compulsory	1-3
Contemporary Issues in Anthropology	AN50005A	30	3	Compulsory	1-3
Doing Anthropology: Methods and Ethics	AN50009A	15	3	Compulsory	1
Studying Anthropology	AN50010A	15	3	Compulsory	1

Module Title	Module Code	Credits	Level	Module Status	Term
Visual Media and Digital Cultures	AN500011A	15	3	Compulsory	2
Short Research Project	AN50008A	15	3	Compulsory	2

The programme structure (Open Book pathway taught/hosted by the Computing Department) is given in the tables below:

Academic Year of Study 1 (Open Book Pathway)

Module Title	Module Code	Credits	Level	Module Status	Term
Academic Literacies	IS50008A	30	3	Compulsory	1-3
Modern Cultures in Interdisciplinary Focus	IS50007A	30	3	Compulsory	1-3

Academic Year of Study 2 (Open Book Pathway)

Module Title	Module Code	Credits	Level	Module Status	Term
Ways into Anthropology	AN50004A	30	3	Compulsory	1-3
Contemporary Issues in Anthropology	AN50005A	30	3	Compulsory	1-3

It is also recommended that students on the Open Book pathway audit the Studying Anthropology module as well as weeks 1-5 of the Doing Anthropology module in the first term of the 2nd Year of the Foundation course, as well as weeks 1-5 of Visual, Media and Digital Cultures in the second term of the 2nd Year. Open Book students are required to request the permission of the module convenors before auditing lectures and seminars for these modules.

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

The programme is intended to lead directly into Year 1 of the BA in Social Anthropology. Each year graduating students from the BA find work in the fields of overseas development, social services and care work, the leisure industry, the cultural and heritage sector, journalism and the media.

The requirements of an integrated undergraduate degree with Foundation Certificate

Integrated degree programmes consist of a foundation year (Year 0) with a value of 120 credits at Level 3 of the Framework for Higher Education Qualifications. Students who achieve the minimum progression requirements set out within the programme specification are guaranteed progression onto year 1 of specified undergraduate degree programmes.

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”. 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

Progression

In order to progress automatically to Year 1 of the specified undergraduate degree programme(s), students are required to:

- pass all modules (i.e. achieve a mark of 50% in each)
and
- achieve a mean average mark of at least 60% overall.

The Examination Board may exercise discretion in allowing progression if a student:

- has passed all courses (i.e. achieved a mark of 50% in each)
and
- has achieved a mean average mark of at least 58% overall, but less than 60%
and
- has presented evidence of mitigation to the Examination Board which is deemed acceptable.

Following progression to Year 1, standard progression requirements for undergraduate programmes will apply.

Award of the degree

Students who pass all modules on the foundation year (Year 0), as set out in the section “How the programme is structured” above, will be eligible to exit the programme with the award of a Foundation Certificate.

Following progression to Year 1 of the specified undergraduate degree, the standard requirements for the award of a Goldsmiths degree will apply.

Classification

Students who successfully complete the foundation year (Year 0) but do not progress onto Year 1 of an undergraduate degree are eligible for the award of a Foundation Certificate in Anthropology. The award is made without classification.

For students who progress onto Year 1 of a specified undergraduate degree, marks obtained in the foundation year of the programme (Year 0) will not count towards the final degree classification.

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

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.

Specific programme costs

Not applicable.

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](#).