Goldsmiths
UNIVERSITY OF LONDON

MRes Visual Anthropology
Programme Specification

Awarding Institution: University of London (Interim Exit Awards made by Goldsmiths' College)	
Teaching Institution: Goldsmiths, University of London	
Final Award: MRes	
Programme Name: Visual Anthropology	
Total credit value for programme: 180	
Name of Interim Exit Award(s): N/A	
Duration of Programme: 1 year full-time or 2 years part-time	
UCAS Code(s): N/A	
HECoS Code(s): 100436 Anthropology	
QAA Benchmark Group: N/A	
FHEQ Level of Award: 7	
Programme accredited by: Not applicable	
Date Programme Specification last updated/approved: January 2023	
Home Department: Anthropology	
Department(s) which will also be involved in teaching part of the programme: N/A	

Programme overview

The MRes Visual Anthropology offers advanced-level training to students who normally already have an undergraduate or MA degree in Anthropology. It provides a wide range of generic training in social science research methods, in-depth training in anthropological methods and research issues and also aims to develop understanding of visual theory and practice in order to carry out multimodal practice-based visual-based research.

It is designed to serve either as the first (training) year of a research degree (MPhil/PhD) for those starting MPhil/PhD studies at Goldsmiths (see Research degrees), although it can also be taken as a stand-alone programme in cases where they choose not to, or are unable to, proceed to a further research degree..

The programme includes research design, visual practice, qualitative research methods, optional language training where required by the research project and a dissertation, which together prepare the student for undertaking doctoral research in visual / multimodal anthropology.

To develop students' understanding of visual theory and practice, and where appropriate to train them in the skills of video and/or still photographic practice, in order to carry out visual-based research to doctoral level

- Train students in generic Social Science and discipline-specific research methods in order to carry out research in Anthropology to doctoral level
  - to develop students' understanding of multimodal theory and practice, and where appropriate to train them in the skills of video, photographic, audio practice, in order to carry out practice-based research to doctoral levelEnable students to formulate and design a viable research proposal and apply for funding
  - Prepare students to carry out background research and an extensive literature review and to engage critically with existing debates in their chosen field and topic of research
  - Develop students' skills in independent research, in outlining a research field, identifying appropriate research methods and analysing the secondary literature relating to it
  - to equip students with training in qualitative and practice -based research methods – both generic and discipline-specific to Anthropology - in order to carry out research to doctoral level

Programme entry requirements

- Normally a good degree in any discipline (either 2.1/1st at undergraduate or Masters level, or both)
- A viable anthropological research project, which is both realistic and worthwhile, and for which appropriate supervisory capacity exists within the Department
- Two positive academic references which confirm that the applicant is capable of doing research work to PhD level

Learning outcomes

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Evaluate the application and relevance of visual practice within the field of anthropological research.	Visual Practice in Anthropology
A2	Manipulate and analyse visual and text-based data.	Visual Practice
A3	Identify and apply a wide range of Qualitative Research Methods, including Visual Methods.	Doing Ethnography Qualitative Research Methods Visual Practice
A4	Demonstrate a competence in Research Design by evaluating and articulating specific methods in relation to a central research question.	Doing Ethnography Core Qualitative Research Methods Dissertation
A5	Synthesise a broad range of theoretical and ethnographic works that relate to the central research question.	Dissertation

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Apply critical and expository skills in writing an extended dissertation	Dissertation
B2	Engage with a range of visual and written analytical and communication strategies and apply these to make informed and reasoned creative decisions	Visual Practice Dissertation
B3	Engage in self-directed research, developing an appropriate bibliography for their particular project	Doing Ethnography Dissertation
B4	Comprehend the range of possible relationships between theory, data and research methods	Doing Ethnography Core Qualitative Research Methods Visual Practice Dissertation

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Manipulate and produce high quality digital photographic work, audio recordings and audio-visual displays using professional level software packages both for discipline- specific fieldwork and as a means of disseminating anthropology to a public audience	Visual Practice
C2	Plan and formulate an effective research proposal and funding applications	Doing Ethnography
C3	Apply and evaluate a range of research methods, including interviewing and participant observation	Doing Ethnography Core Qualitative Research Methods
C4	Evaluate and address ethical implications of specific research questions and methods in relation to research design	Research Design Doing Ethnography
C5	Confidently engage with the relationship between visual and textual data and methods	Visual Practice Doing Ethnography

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Work effectively in a group, discussing and critiquing the research proposals of other students, and learning from the comments of others on their own proposals	Doing Ethnography Dissertation Visual Practice
D2	Gather and analyse data and communicate results in a range of environments (academic and non-academic)	Doing Ethnography Dissertation

Code	Learning outcome	Taught by the following module(s)
D3	Create Mutimodal outouts	Visual Practice
D4	Manipulate digital audio-visual files and sound files using a variety of industry standard software packages	Visual Practice Doing Ethnography

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	A mark in this category will be awarded in the case of exceptional work, demonstrating high levels of scholarship and originality, and is reserved for work deemed to be outstanding and of publishable quality. There is evidence of an outstanding capacity to evaluate and apply a range of different quantitative and qualitative methods, and understand their relationship with key theoretical debates. Work at this level clearly demonstrates the student's ability to successfully conduct a relevant research project. In the case of assessment of visual productions, the work will have an outstanding approach to the theme, demonstrate originality and coherence, as well as an excellent level of technical presentation. The accompanying essay will both explore the development of the visual project, and demonstrate how the visual method that was used contributed to the understanding of the topic selected. It will rely on an excellent understanding of the relevant literature, and the ability to activate its nuances within the project.
70-79%	Distinction	A mark in this category reflects an excellent level of achievement of the appropriate learning outcomes. The work will have a clear structure and where appropriate will develop a coherent argument which demonstrates original and critical thought, an excellent capacity to evaluate and apply a range of different quantitative and qualitative methods, and examine their relationship with key theoretical debates. Reports at this level will always demonstrate an ability to present ideas that are crisply formulated and well-focused, and that suggest new

		and innovative ways of considering material. Work at this level clearly demonstrates the student's ability to successfully conduct a relevant research project. In the case of assessment of visual productions, at the top end of the range there will be evidence of originality and a strong sense of the range of possibilities for visual presentation. There will be a clearly-defined theme, and the accompanying essay will enhance the visual production, both by charting its development and objectives, and by situating it within an appropriate academic and bibliographic context.
60-69%	Merit	A mark in this category reflects a good level of achievement of the appropriate learning outcomes. The work will have a clear structure and where appropriate will develop a coherent argument which demonstrates original and critical thought, and a sound capacity to evaluate and apply a range of different quantitative and qualitative methods, and examine their relationship with key theoretical debates. Work at this level demonstrates the student's ability to successfully conduct a relevant research project. In the case of visual production, work in this category will demonstrate some thematic coherence and technical skill. The accompanying essay will meet the basic requirements of focus, length and bibliography, but will contribute little to fuller understanding of the visual project or the topic addressed by the visual project. Assessment in this band of marks will indicate reasonable competence but a lack of focus, or a poor choice of topic. There may be problems in presentation in either the visual production or the accompanying essay or both, but these will not be so great as to render the exercise trivial or incomprehensible.
50-59%	Pass	A mark in this category reflects a satisfactory level of achievement of the appropriate learning outcomes. Work at this level may propose a coherent argument, but the work may demonstrate a lack of confidence in the manipulation of different qualitative methods, including visual methods, and a limited grasp of the relationship between theory and methods. Work at this level suggests that further competences are

		required in order to successfully conduct a relevant research project. In the case of assessment of visual productions, the work will show basic thematic coherence and technical presentation. The accompanying essay will provide an elementary understanding of how the visual method that was used contributed to the understanding of the topic selected.
30-49%	Fail	A mark in this category reflects a failure to achieve the appropriate learning outcomes. Work at this level does not demonstrate a clear argument or appropriate use of quantitative and qualitative methods. There is little attempt to address the relationship between theory and methods. The student has not attained the level of competence required to conduct a research project. In the case of assessment of visual productions, they may be incomplete or incoherent, lacking a clear sense of objectives, or technically very poor. The accompanying essay may be poorly argued and referenced, trivial or unrelated to the visual production.
10-29%	Bad fail	A mark in this category reflects an extreme failure to achieve the appropriate learning outcomes. Work at this level demonstrates an absence of argument or reference to quantitative and qualitative methods. There is no attempt to address the relationship between theory and methods. The student has not attained the level of competence to conduct a research project. In the case of the assessment of visual productions, they will be incomplete or incoherent, lack a clear sense of objectives and technically extremely poor. The accompanying essay will be poorly argued and referenced, trivial or unrelated to the visual production.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes in written and/or visual work.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

Mode of study

On campus

Programme structure

Research Design

The module is run on a seminar basis, focusing intensively on research design, the nature of the PhD thesis, research design, definition of the research field, bibliographic resources, time management, ethical considerations, and selection of appropriate methods. There is a strong emphasis on group work and peer-assisted learning, with students presenting pre-circulated drafts. Students also prepare an annotated bibliography, and funding applications to a range of bodies. NB this module is shared with students taking the MRes Anthropology.

Methods in Anthropological Research

The module is run on a seminar basis, plus occasional workshops, and aims to train students in the varied aspects of Qualitative Research Methods, with a particular focus on the main Anthropological methods. It includes sessions on fieldwork and ethnographic research, multi-sited ethnography, the role and conduct of interviews, group interviews, focus groups and conversations. life histories, researching through objects, archival research, discourse analysis, visual methods, and participant observation. It is convened by the Postgraduate Convenor, but also draws on a wide range of expertise within the Department to cover the different aspects of Qualitative Research Methods. Students carry out various practical exercises (interview, participant observation, participatory research) as part of the module. NB this module is shared with students taking the MRes Anthropology.

Visual Practice

This 11-week module is seminar-based, and focusses on the development of a visual project. It involves discussion of appropriate literature and debates in all aspects of visual theory, viewing visual artifacts (e.g. film, video, photographic displays, museum exhibits)

and producing visual content. Students produce visually-based essays as practical exercises.

Dissertation

The dissertation represents the culmination of the MRes Visual Anthropology, and builds on the other modules taken. Its successful completion involves the development of self-managed learning, the handling of large quantities of data (mainly secondary) and the ability to synthesise methodological, ethnographic and theoretical issues in social anthropology. The dissertation consists of a 10,000 word report and either a 10 minute film or a portfolio of approximately 20 photographs.

Language

Where students intend to proceed to MPhil-PhD and the research topic and/or area require specific language skills, they may negotiate suitable language training through their supervisors and the department.

Full-time mode

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Doing Ethnography	AN71068B	45	7	Compulsory	2
Research Design	AN71062A	45	7	Compulsory	1
Visual Practice	AN71070B	30	7	Compulsory	2
Dissertation	AN71071A	60	7	Compulsory	3

Part-time mode

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Doing Ethnography	AN71068B	45	7	Compulsory	2
Research Design	AN71062A	45	7	Compulsory	1

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Visual Practice	AN71070B	30	7	Compulsory	2
Dissertation	AN71071A	60	7	Compulsory	3

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.

Placement opportunities

N/A

Employability and potential career opportunities

As indicated, most students on the MRes are expected to continue to a further research degree (MPhil/PhD). The MRes equips students for careers in anthropological research, in academia and in a range of visually-based jobs (for example the media, community video and photography, aspects of development work, and aspects of education).

Programme-specific requirements

Progression Requirements

Part time candidates will normally be required to have successfully completed "Methods in Anthropological Research", "Research Design" and "Language Training" (if applicable) before proceeding to the second year of the programme.

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.