

MRes Visual Anthropology

Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: MRes Visual Anthropology

Name of Interim Exit Award(s): Not applicable

Duration of Programme: 1 year full-time or 2 years part-time

UCAS Code(s): Not applicable

HECoS Code(s): (100436) Anthropology

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

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

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 visual-based research.

The MRes 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.

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 anthropology.

Programme entry requirements

- Normally a good degree in Anthropology or related 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

Aims of the programme

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

- to equip students with training in qualitative and visual research methods – both generic and discipline-specific to Anthropology - in order to carry out research to doctoral level
- to enable the student to formulate and design a research proposal and funding proposals
- to 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
- to develop students' skills in independent research, both in identifying a research field, and in analysing the secondary literature relating to it

While registration for the MRes is premised on the assumption that the student will continue after the MRes to register for the MPhil/PhD, the MRes also functions as a stand-alone degree in cases where they choose not to, or are unable to, proceed to a further research degree.

What you will be expected to achieve

Students who successfully complete the MRes Visual Anthropology will be able to:

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
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	Methods in Anthropological Research Research Design Visual Practice
A4	Demonstrate a competence in Research Design by evaluating and articulating specific methods in relation to a central research question	Research Design in Anthropology 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	Methods in Anthropological Research Research Design Dissertation
B4	Comprehend the range of possible relationships between theory, data and research methods	Research Design Methods in Anthropological Research 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	Visual Practice

Code	Learning outcome	Taught by the following module(s)
	fieldwork and as a means of disseminating anthropology to a public audience	
C2	Plan and formulate an effective research proposal and funding applications	Methods in Anthropological Research Research Design
C3	Apply and evaluate a range of research methods, including interviewing and participant observation	Methods in Anthropological Research
C4	Evaluate and address ethical implications of specific research questions and methods in relation to research design	Research Design
C5	Confidently engage with the relationship between visual and textual data and methods	Research Design Visual Practice Dissertation

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	Methods in Anthropological Research Research Design
D2	Gather and analyse data and communicate results in a range of environments (academic and non-academic)	Methods in Anthropological Research Dissertation
D3	Apply IT skills in using electronic mail, the internet, and data bases, including appropriate software (e.g. NVivo, EndNote)	Information Technology
D4	Manipulate digital audio-visual files and sound files using a variety of industry standard software packages	Visual Practice

How you will learn

Students are taught through a combination of lectures, seminars, workshops and presentations. In order to promote a strong peer group to support each other through the long process of producing research and, where relevant, to successfully completing a PhD,

students work as a group in three different modules and the DTC Core Qualitative Methods. They are encouraged to engage with each other's' projects critically and constructively, both in order to reflect on the process of designing their own research project, and to gain skills in analysing work in progress that is unrelated to their own research.

Alongside the collaborative learning of small group discussions, each student works with their allocated supervisor(s). Individual supervisions are central to the learning process and to producing the dissertation. Students prepare papers for discussion in supervisions and receive feedback and guidance on bibliography, design and conduct of research. In addition to feedback received from their supervisors, students have an Advisory Committee of two members of the Department who provide feedback on the student's assessed work.

Individual supervisions and feedback from the Advisory Committee are key to developing cognitive skills, as are group seminars where students develop the ability to engage critically with the projects of other students and to respond to comments on their own projects. In the Research Design module draft research proposals are commented on in relation to coursework on the Methods module, helping students to develop and refine their central research question and relate it to the relevant literature. The Visual Practice module, and training in visual production, where appropriate, are designed to teach visual communication strategies, and help students develop production skills. Organisational skills are developed in overall time-management of the module, and in particular in work on a visual production.

Courses, seminars, workshops and individual supervisions contribute to developing a range of transferable skills. The design of effective research proposals and funding applications is the core skill taught in the Research Design module, achieved both through sharing experiences and expertise with a range of lecturing staff, and through collaborative learning achieved by engaging constructively and critically with each others' work. The emphasis on planning, and on fixed and consensually defined deadlines across all modules encourages self-discipline and time-management skills. Through the Visual Practice module students acquire skills in production and communication. These transferable skills are complemented by additional skills in IT and software applications, acquired through hands on practice, facilitated by an experienced teacher.

In all modules there are practical elements to ensure that students are competent in applying methods and understanding the relationship between theory and practice.

In the Research Design module, students present draft research proposals and funding applications for discussion by the group, and also report back on research undertaken on bibliographic materials relevant to their topic.

In the Methods in Anthropological Research module, students carry out a range of research exercises, including interviews, participant observation, use of audio-visual equipment, for which they produce a report that is discussed individually and in group seminars, and are then included in student portfolios.

In the Visual Practice module, students regularly carry out practical exercises in class.

Students are also encouraged to develop their skills in Information Technology through classes and modules provided by the Graduate School Doctoral Training Centre, including use of appropriate software and bibliographic resources.

Research Design

The module is seminar-based, with a number of practical exercises, for example, reading and analysing the structure of a University of London PhD; researching bibliographic and library resources; preparing an annotated bibliography; devising applications to different funding bodies, and understanding their different criteria; engaging with professional ethical guidelines. Seminars are student-led, focused on student projects, and based on group discussion. Other generic issues covered in the module which are of central importance in learning research design include consideration of ethical and political issues, appropriate bibliographic support and contextualisation for the research project, time management, project budgeting and relations with interviewees and informants.

Learning outcomes:

- skills in defining a research project, communicating its significance clearly and effectively, designing appropriate research methods
- knowledge of bibliographic resources
- understanding of ethical and political issues in social research
- understanding the nature of a PhD thesis, its particular structure and format
- time-management and ability to timetable a research project
- understanding of different funding bodies and how to apply for research funds
- skills in contextualising research with appropriate bibliography
- understanding of relations with interviewees and informants
- skills in synthesising the arguments of others, and making constructive criticism in a fair and helpful way
- understanding of the way an idea can or cannot be developed into a viable project, by engaging with the work of other students

Students present draft research and funding proposals for discussion by the group, and also report back on research undertaken on available bibliographic materials.

Methods in Anthropological Research

The module analyses the main methods of qualitative social research in a seminar format. Engagement with different members of staff from the Anthropology Department promotes discussion of different methods and different experiences in the field. Topics are introduced by a member of the Anthropology Department who has specialist knowledge in the particular method or theme, for example life histories, interview techniques, multi-sited ethnography, use of software for analysing interview transcripts, using archives, participatory methods, participant observation, discourse analysis, data analysis and management. The discussion of these techniques or of central methodological themes aims to draw on the lecturers' experience in order to reflect on students' interests and research plans.

A senior member of the Department, usually the postgraduate convenor, has overall responsibility for designing and convening the module and ensuring continuity from one week to the next. Through the participation of every member of the teaching staff of the Anthropology Department, students gain a knowledge of the Department and of current research being undertaken, and of how experienced researchers encounter and deal with problems that arise in the process of designing and carrying out research.

Practical exercises form a central part of this module. For example students are set an exercise to devise appropriate research methods for a series of research projects; they carry out an interview exercise, including logging, transcribing and analysing interviews and a participant observation exercise which is also submitted as a report; participatory methods and their application in research and in policy or development are explored through a staff-led workshop.

Learning outcomes:

- understanding of the main forms of qualitative social research
- understanding of what research methods are appropriate for different projects and circumstances
- understanding of current debates in anthropology and the social sciences
- understanding of what is involved in qualitative social research, particularly informed by carrying out an interview, focus group and participant observation
- knowledge of research currently under way in the Department, and of the different skills and expertise available within the Department

Students carry out an interview exercise and a participant observation exercise and submit reports on both.

Visual Practice

In the module we consider ways in which attention to and use of visual media can enhance understanding of aspects of social and cultural life and develop students' understanding of how visual and textual exposition and analysis can complement one another. The module is seminar-based; it addresses in depth different aspects of visual theory, visual practice in anthropology and how visual and textual forms of thinking and analysis can complement one another. In addition to discussing key texts, it considers the work of different types of visual practice, for example documentary video and film, photography, museum displays, performance and installation art, and multimedia. Students plan and produce a short visual project, with critical discussion and input from the rest of the seminar group. In addition they are encouraged to attend the existing programme of visiting speakers and screenings that normally runs in the Spring term.

Learning outcomes:

- understanding of key aspects of current visual theory
- understanding of the effectiveness of different strategies of visual communication
- understanding of the creative and analytic possibilities of combining visual and text-based exposition
- visual research skills by producing a short visual project

Students participate in weekly group work and develop a short visual project, with reference to appropriate literature and debates.

Dissertation

Produced under individual supervision, the dissertation element, which consists of a 10,000-word report and visual material equivalent to a 10-minute film or a photography portfolio of approximately 20 photos, brings together and develops issues addressed in other modules of the MRes. The dissertation provides an account of the central research question and its framing within contemporary debates and in relation to the relevant methodological and theoretical literature.

The dissertation will include:

- a concise summary of the research proposal
- a discussion of the aims of the research if these have been modified since the Research Design report was submitted
- a discussion of the relationship between the visual and other aspects of the research and either a 10 minute film or a photography portfolio

How you will be assessed

Not all the outcomes are measured or tested by summative assessment. However, all of what students learn during the degree will inform their assessed work by developing their critical acumen, ability to formulate and support an argument, and understanding of the interface between visual and expository forms of knowledge. Some of the outcomes are assessed by coursework, for example how to present an effective funding application or how to evaluate and log an interview.

The final summative assessment elements evaluate a student's grasp of specific areas of the programme. The application of written communication skills and analytical and interpretation skills are examined in the marking of written reports. Organisational skills are evaluated through the quality of assessed submissions within the appointed deadlines; presentation skills are evaluated in relation to the record of students' development of extended and well-supported argument in coursework reports, assessed reports and in the dissertation. In the Visual Practice module, practical skills in video or photography and the ability to use visual media effectively as a research tool are assessed through a brief visual production and a short accompanying report. The visual production and report also demonstrate the students' ability to make links between visual and expository forms of knowledge.

Learning to work effectively in a group is not formally assessed, but it is promoted across all the modules and is expected to have a positive impact on all assessed work.

The skill in designing a research project is assessed by a 5k word report. Skills in engaging in self-directed research are assessed in all work, in particular by the dissertation. Skills in IT and video or photography are evaluated by continuous assessment of the ability to master particular techniques in the module of learning, and in the latter case also by visual production for the Visual Practice module.

Two of the coursework elements (Research Design and Anthropological Research Methods) require students to produce papers on aspects of coursework for discussion and feedback and in order to ensure that students have done the practical exercises to a satisfactory level and have understood their purpose, their potential and their possible limitations. In addition students are assessed by a report for each module. Feedback on these reports provides the basis for preparation of the final report, which is due at the end of the programme.

The assessment for Research Design requires students to present a detailed and appropriately referenced research proposal, with a clear statement of the research aims, what strategies and methods will be employed and what ethical and/or political issues may

arise in the research process. The student's skill in designing a research proposal is assessed by a 5K word report.

The assessment for Methods in Anthropological Research requires students to produce a report discussing a key methodological issue or a method they expect to employ in future research, with evidence of some practical experience, where possible.

Visual Practice has two assessed elements: a short visual project and an accompanying report, exploring the objectives and outcomes of the visual project, and how it has been developed. This is an essential precursor for students wishing to proceed to the MPhil-PhD in Visual Anthropology, since it demonstrates an ability to combine visual and text-based modes of argument and exposition.

The Dissertation module is assessed in relation to the student's demonstrated capacity to work independently, to define a research problem, and design the research and propose a methodological and analytical strategy. The dissertation promotes and tests the ability of students to construct a clear argument on a complex and extensively treated topic and provides evidence of the student's ability to manipulate and combine visual and textual data.

Qualitative Research Methods is an interdisciplinary module, which extends and complements the anthropological focus of Methods in Anthropological Research module, but is not formally assessed.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	<p>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.</p> <p>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</p>

Mark	Descriptor	Specific Marking Criteria
		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	<p>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.</p> <p>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.</p>
60-69%	Merit	<p>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.</p> <p>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</p>

Mark	Descriptor	Specific Marking Criteria
		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	<p>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.</p> <p>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.</p>
30-49%	Fail	<p>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.</p> <p>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.</p>
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.

Mark	Descriptor	Specific Marking Criteria
		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.

How the programme is structured

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.

Information Technology

This module covers the Internet, bibliographic databases (e.g. Papyrus, EndNote), analysis of qualitative data by NVivo, electronic discussion groups, introduction to presentation skills (e.g. PowerPoint). All sessions are hands-on. Students also have regular opportunities to take more specialist IT modules (e.g. web design, use of CD Roms). The module is not compulsory, but students are advised to take any parts which can enhance their existing expertise.

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

Module Title	Module Code	Credits	Level	Module Status	Term
Methods in Anthropological Research	AN71068A	45	7	Compulsory	1 or 2
Research Design	AN71062A	45	7	Compulsory	1 or 2
Visual Practice	AN71070B	30	7	Compulsory	1 or 2
Dissertation	AN71071A	60	7	Compulsory	2 and 3
Information Technology	N/A	0	N/A	N/A	1 and 2

Part-time mode

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Methods in Anthropological Research	AN71068A	45	7	Compulsory	1 or 2
Research Design	AN71062A	45	7	Compulsory	1 or 2
Information Technology	N/A	0	N/A	N/A	1 and 2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Visual Practice	AN71070B	30	7	Compulsory	1 or 2
Dissertation	AN71071A	60	7	Compulsory	2 and 3
Information Technology	N/A	0	N/A	N/A	1 and 2

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

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

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

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

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

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

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

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

Links with employers, placement opportunities and career prospects

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).

The requirements of a Goldsmiths degree

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

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

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

Classification

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

Distinction – 70%+

Merit – 60-69%

Pass – 50-59%

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

Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

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

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

Programme-specific rules and facts

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.

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

In addition to these standard costs, you will also be expected to meet some costs which are specifically related to your programme, which are set out below:

Field Trips: Some modules will include field trips to museums or sites within the greater London area.

Students are expected to cover the costs of their local transportation. On occasion, field trips may be taken to venues which charge admission, however these are always optional.

Field Work: Some students may decide to undertake fieldwork as part of their final individual project or dissertation. Students who do so are responsible for their own travel and accommodation costs.

Work Placements: Students undertaking a placement or practice-based module off-campus are responsible for their own transportation and subsistence costs while on placement.

How teaching quality will be monitored

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

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

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

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

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