Programme Specification
Postgraduate Programmes

<table>
<thead>
<tr>
<th>Awarding Body/Institution</th>
<th>University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>Goldsmiths, University of London</td>
</tr>
<tr>
<td>Name of Final Award and Programme Title</td>
<td>MRes Anthropology</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>Duration of Study/Period of Registration</td>
<td>1 year full-time or 2 years part-time</td>
</tr>
<tr>
<td>UCAS Code(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>QAA Benchmark Group</td>
<td>N/A</td>
</tr>
<tr>
<td>FHEQ Level of Award</td>
<td>Level 7</td>
</tr>
<tr>
<td>Programme Accredited by</td>
<td>N/A</td>
</tr>
<tr>
<td>Date Programme Specification last updated/approved</td>
<td>August 2017</td>
</tr>
<tr>
<td>Primary Department/Institute</td>
<td>Anthropology</td>
</tr>
</tbody>
</table>

Departments which will also be involved in teaching part of the programme
Not Applicable

Programme overview

This programme offers advanced-level training to students who normally already have an undergraduate or MA degree in Anthropology or related discipline.

The MRes is designed to serve as the first (training) year of a research degree (MPhil/PhD) for those starting MPhil/PhD studies at Goldsmiths, although it can also be taken as a stand-alone programme.

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

This programme aims to:
- Train students in generic Social Science and discipline-specific Anthropological research methods in order to carry out research to doctoral level
- Enable students to formulate and design a research proposal and funding proposals
- 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

While registration for the MRes is premised on the assumption that students will continue after the MRes to register for the MPhil/PhD, the MRes also functions as a stand-alone degree.

What you will be expected to achieve
Students who successfully complete the MRes Anthropology will be able to:

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
</tr>
</thead>
</table>
| **A1** Identify and apply a wide range of Qualitative Research Methods                  | AN71068A Methods in Anthropological Research  
AN71062A Research Design in Anthropology                                                   |
| **A2** Evaluate the suitability of quantitative research methods in relation to specific problems or questions, and the range of applicable quantitative research designs | AN71064B Core Quantitative Research Methods                                                  |
| **A3** Demonstrate a competence in Research Design by evaluating and articulating specific methods in relation to a central research question | AN71062A Research Design in Anthropology                                                     |
| **A4** Synthesise a broad range of theoretical and ethnographic works that relate to the central research question | Dissertation                                                                                   |

<table>
<thead>
<tr>
<th>Cognitive and Thinking Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong> Apply critical and expository skills in writing an extended dissertation.</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>
| **B2** Engage in self-directed research, developing an appropriate bibliography for their particular project | AN71068A Methods in Anthropological Research  
AN71062A Research Design in Anthropology                                                     |
| **B3** Collate, illustrate and interpret quantitative data using software packages and manipulate data through appropriate tests to identify sets of relationships between variables | AN71064B Core Quantitative Research Methods                                                   |
| **B4** Comprehend the range of possible relationships between theory, data and research methods | AN71062A Research Design in Anthropology  
AN71068A Methods in Anthropological Research                                                  |

<table>
<thead>
<tr>
<th>Subject Specific Skills and Professional Behaviours and Attitudes</th>
<th>Taught by the following modules</th>
</tr>
</thead>
</table>
| **C1** Plan and formulate an effective research proposal and funding proposals             | AN71068A Methods in Anthropological Research  
AN71062A Research Design in Anthropology                                                     |
| **C2** Apply and evaluate a range of research methods, including interviewing and participant observation | AN71068A Methods in Anthropological Research                                                   |
| **C3** Evaluate and address ethical implications of specific research questions and methods in relation to research design | AN71062A Research Design in Anthropology                                                        |
| **C4** Confidently engage with the relationship between quantitative and qualitative data and methods | AN71064B Core Quantitative Research Methods  
AN71062A Research Design in Anthropology                                                          |

<table>
<thead>
<tr>
<th>Transferable Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
</table>
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

AN71068A Methods in Anthropological Research
AN71062A Research Design in Anthropology

D2 Apply IT skills in using electronic mail, the internet, and data bases, including appropriate software (eg NVivo, EndNote, SPSS, MS Excel)

AN71064B Core Quantitative Research Methods Information Technology

D3 Gather and analyse complex data sets and communicate results of the analysis in a range of environments (academic and non-academic)

AN71068A Methods in Anthropological Research

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.

Courses, seminars, workshops and Individual supervisions contribute to developing a range of transferable skills. The design of effective research and funding proposals 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 the collaborative learning achieved as students engage constructively and critically with each others’ projects. The emphasis on planning and on both fixed and consensually defined deadlines encourages discipline and time-management skills. The learning and teaching methods for acquiring IT skills and technical levels in voice recording, video or photography are acquired through hands-on practice facilitated by an experienced teacher.

How you will be assessed

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

Marking criteria

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>Distinction (Outstanding/Exceptional)</td>
<td>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.</td>
</tr>
<tr>
<td>70-79%</td>
<td>Distinction</td>
<td>A mark in this category reflects an excellent level of achievement of the appropriate learning outcomes. The</td>
</tr>
</tbody>
</table>
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 understand their relationship with key theoretical debates. Reports at this level will always demonstrate an ability to present ideas that are crisply formulated and well-focussed, 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-69%</td>
<td>Merit</td>
<td>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 understand their relationship with key theoretical debates. Work at this level demonstrates the student's ability to successfully conduct a relevant research project.</td>
</tr>
<tr>
<td>50-59%</td>
<td>Pass</td>
<td>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 quantitative and qualitative methods, and/or 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.</td>
</tr>
<tr>
<td>30-49%</td>
<td>Fail</td>
<td>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.</td>
</tr>
<tr>
<td>10-29%</td>
<td>Bad fail</td>
<td>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.</td>
</tr>
<tr>
<td>1-9%</td>
<td>Very bad fail</td>
<td>A submission that does not even attempt to address the specified learning outcomes.</td>
</tr>
<tr>
<td>0%</td>
<td>Non submission or plagiarised</td>
<td>A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.</td>
</tr>
</tbody>
</table>
How the programme is structured

The programme structure is shown in the tables below.

Academic Year of Study 1: MRes Anthropology (Full-Time)

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods in Anthropological Research</td>
<td>AN71068A</td>
<td>45</td>
<td>7</td>
<td>Core</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Research Design</td>
<td>AN71062A</td>
<td>45</td>
<td>7</td>
<td>Core</td>
<td>1 or 2</td>
</tr>
<tr>
<td>EITHER: Quantitative Research Methods in Social Sciences</td>
<td>AN71064B</td>
<td>30</td>
<td>7</td>
<td>Core</td>
<td>1 or 2</td>
</tr>
<tr>
<td>OR: Optional Modules (for students who are exempt from Quantitative Research Methods)</td>
<td>AN71067A</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>2 and 3</td>
</tr>
<tr>
<td>Dissertation</td>
<td>N/A</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>1and2</td>
</tr>
<tr>
<td>Information Technology</td>
<td>N/A</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>Core Qualitative Research Methods</td>
<td>SO71115A</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>1 or 2</td>
</tr>
</tbody>
</table>

Academic Year of Study 1: MRes Anthropology (Part-Time)

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods in Anthropological Research</td>
<td>AN71068A</td>
<td>45</td>
<td>7</td>
<td>Core</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Research Design</td>
<td>AN71062A</td>
<td>45</td>
<td>7</td>
<td>Core</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Information Technology</td>
<td>N/A</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>Core Qualitative Research Methods</td>
<td>SO71115A</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>1 or 2</td>
</tr>
</tbody>
</table>

Academic Year of Study 2: MRes Anthropology (Part-Time)

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EITHER: Quantitative Research Methods in Social Sciences</td>
<td>AN71064B</td>
<td>30</td>
<td>7</td>
<td>Core</td>
<td>1and 2</td>
</tr>
<tr>
<td>OR: Optional Modules (for students who are exempt from Quantitative Research Methods)</td>
<td>AN71067A</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>2 and 3</td>
</tr>
<tr>
<td>Dissertation</td>
<td>N/A</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>1and 2</td>
</tr>
<tr>
<td>Information Technology</td>
<td>N/A</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>Core Qualitative Research Methods</td>
<td>SO71115A</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>1 or 2</td>
</tr>
</tbody>
</table>

Academic support

Support for learning and wellbeing is provided in 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.

Students are allocated a personal tutor and a Senior Tutor in each department has overall responsibility for student progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.
Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a programme 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 way progress, attendance, essay/coursework/assessment marks can be reviewed and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

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

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to endure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and as new students join Goldsmiths 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 & 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 Inclusion & Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service and the Academic Success Centre provide central support for skills enhancement and run the Gold Award Scheme and other co-curricular activities that can be accredited via the higher education achievement award (HEAR)

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 generic social scientific research, and in anthropological research in particular.

The requirements of a Goldsmiths degree

Master's Degrees
All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.
Final Classification
There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: http://www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

Progression Requirements

Full-time and second year part-time candidates: Candidates will normally have successfully completed all assessments before proceeding to the dissertation.

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

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 must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain 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 of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).