

MRes 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 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

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:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Identify and apply a wide range of Qualitative Research Methods	Methods in Anthropological Research Research Design Core Qualitative Research Methods
A2	Evaluate the suitability of quantitative research methods in relation to specific problems or questions, and the range of applicable quantitative research designs	Quantitative Research Methods
A3	Demonstrate a competence in Research Design by evaluating and articulating specific methods in relation to a central research question	Research Design
A4	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 in self-directed research, developing an appropriate bibliography for their particular project	Methods in Anthropological Research Research Design
B3	Collate, illustrate and interpret quantitative data using software packages and manipulate data through appropriate tests to identify sets of relationships between variables	Quantitative Research Methods
B4	Comprehend the range of possible relationships between theory, data and research methods	Research Design Methods in Anthropological Research Dissertation

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Plan and formulate an effective research proposal and funding proposals	Methods in Anthropological Research Research Design
C2	Apply and evaluate a range of research methods, including interviewing and participant observation	Methods in Anthropological Research
C3	Evaluate and address ethical implications of specific research questions and methods in relation to research design	Research Design
C4	Confidently engage with the relationship between quantitative and qualitative data and methods	Quantitative Research Methods Research Design

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	Apply IT skills in using electronic mail, the internet, and data bases, including appropriate software (e.g. NVivo, EndNote, SPSS, MS Excel)	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)	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 other's' 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

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.
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 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.
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 understand their relationship with key theoretical debates. Work at this level demonstrates the student's ability to successfully conduct a relevant research project.

Mark	Descriptor	Specific Marking Criteria
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 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.
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.
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.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
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

The programme structure is shown in the tables below.

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

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

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
EITHER: Quantitative Research Methods in Social Sciences	AN71064B	30	7	Compulsory	1 and 2
OR: Optional Modules (for students who are exempt from Quantitative Research Methods)	Various	30	7	Compulsory	1 and/or 2
Dissertation	AN71067A	60	7	Compulsory	2 and 3

Module Title	Module Code	Credits	Level	Module Status	Term
Information Technology	N/A	0	N/A	N/A	1 and 2
Core Qualitative Research Methods	SO71115A	0	N/A	N/A	1 or 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 generic social scientific research, and in anthropological research in particular.

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

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” 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](#).