MRes 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: 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: Sociology	

Programme overview

This program is offered to students who normally already have an undergraduate or MA degree. It 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 research degree program.

This program aims to:

- Train students in generic Social Science and discipline-specific research methods in order to carry out research in Anthropology to doctoral level
- Enable 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

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.

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 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

Programme learning outcomes

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Identify and apply a wide range of Qualitative Research Methods	Doing Ethnography Modelling Social Data 1
A2	Evaluate the suitability of quantitative research methods in relation to specific problems or questions, and the range of applicable quantitative research designs	Modelling Social Data 1
A3	Demonstrate a competence in Research Design by evaluating and articulating specific methods in relation to a central research question	Doing Ethnography

Code	Learning outcome	Taught by the following module(s)
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	Doing Ethnography
B3	Collate, illustrate and interpret quantitative data using software packages and manipulate data through appropriate tests to identify sets of relationships between variables	Modelling Social Data 1
B4	Comprehend the range of possible relationships between theory, data and research methods	Modelling Social Data 1 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	Doing Ethnography
C2	Apply and evaluate a range of research methods, including interviewing and participant observation	
C3	Evaluate and address ethical implications of specific research questions and methods in relation to research design	
C4	Confidently engage with the relationship between quantitative and qualitative data and methods	Modelling Social Data 1 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
D2	Apply IT skills in using electronic mail, the internet, and data bases, including appropriate software (e.g. NVivo, EndNote, SPSS, MS Excel)	Modelling Social Data 1
D3	Gather and analyse complex data sets and communicate results of the analysis in a range of environments (academic and non-academic)	Modelling Social Data 1

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.
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.
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

Mode of study

On campus

Programme structure

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 different modules and the course Modelling Social Data 1 and Qualitative Methods modules. 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 one of the core skills taught in the module Doing Ethnography, achieved both through sharing experiences and expertise with 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. In addition students will take modules to supplement their learning with a focus on their specific project, and where necessary these will be take outside the department. Students are also encouraged to develop their skills through classes and modules provided in the department, other departments and the Graduate School Doctoral Training Centre, and the library, across the University of London, including use of appropriate software and bibliographic resources.

Doing Ethnography

The module introduces students to different methods used by anthropologists, and provides them with input on their project. They will learn about bibliographies, and ethics and methods such as interviews, fieldwork, digital methods, multimodal methods. 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.

Core Qualitative Research

Taught by the Graduate School – provides 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. 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.

Modelling Social Data 1

Taught by the Sociology department the module introduces students to working with data as social scientists. It runs across two terms and the assessment consists of an individual project related exercise in modelling and commenting as context.

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.

Full-time mode

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Doing Ethnography	AN71068B	45	7	Compulsory	2
EITHER: Modelling Social Data	SO71054B	30	7	Compulsory	1 and 2

Module Name	Module Code	Credits	Level	Module Type	Term
OR: Optional Modules (for students who are exempt from Quantitative Research Methods)	Various	30	7	Compulsory	1 or 2
Research Design	AN71062A	45	7	Compulsory	1
Dissertation	AN71067A	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
EITHER Modelling Social Data 1	SO71054B	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	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 generic social scientific research, and in anthropological research in particular.

Programme-specific requirements

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.

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.