

# MSc Social Research

## 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:** MSc Social Research **Name of Interim Exit Award(s):**

Postgraduate Certificate in Social Research

Postgraduate Diploma in Social Research

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

**UCAS Code(s):** Not applicable

**HECoS Code(s):**

50% Sociology (100505)

50% Research Skills (100962).

**QAA Benchmark Group:** Not applicable

**FHEQ Level of Award:** Level 7

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** August 2017

**Home Department:** Sociology

**Department(s) which will also be involved in teaching part of the programme:** Not applicable

## Programme overview

The MSc Social Research is located in a high-ranking Sociology Department and draws upon a wide variety of contemporary theoretical traditions. The aim of the MSc is to explore how these traditions may present implications for research design and analytical strategies. The MSc teaching is made up of lectures and workshops covering both qualitative and quantitative methods during which students are encouraged to try out, evaluate and sometimes combine different approaches. The range of methods covered include interviewing and observation, archival research, visual methods, ethnographic work as well as statistical analysis of large-scale quantitative data sets.

The dissertation research project assesses proficiency in managing different types of data and the ability to design and carry out an original piece of research. Dissertation workshops MSc Social Research - Programme Specification 1 Goldsmiths, University of London will guide students as they prepare to undertake a substantive piece of research on a topic of their choice. The dissertation research will be supervised by an experienced member of staff.

## Programme entry requirements

Successful applicants will have a 2:1 or equivalent from their honours undergraduate degree programme in a relevant subject. In exceptional circumstances social research experience may be considered as equivalent qualifying experience for the course. Where equivalent experience is considered candidates may be asked to demonstrate their

competence through written submission and interview. Additionally, applicants not educated in English will be expected to have an IELTS score of at least 6.5. Overseas applicants may be interviewed, where appropriate, by telephone.

## **Aims of the programme**

This specification is informed by the Framework for Higher Education Qualifications, reflects the College's and the Department's mission statements, and is written with consideration to the policies of both the Goldsmiths Learning and Teaching Strategy and the Sociology Department's Learning and Teaching Strategy.

## **Educational Aims of the Programme**

The MSc Social Research and research training programme has a series of guiding principles and values:

- Flexibility and innovation in research training provision
- Delivering ongoing and responsive research training and professional development
- Acquiring and applying quantitative and qualitative research techniques
- Developing a global and comparative sociological imagination
- Innovating new forms of sociological representation and writing
- Achieving methodological excellence and rigour
- Fostering creativity and original sociology
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In particular, this MSc prepares students in methods of both qualitative and quantitative social research, drawing in particular on the recognised strengths of the Department in interpretative sociological analysis. Students from the MSc go on to pursue careers in social research in a variety of applied and academic areas, also often following their MSc with PhD studies. The course offers the opportunity to learn key practical skills of data collection and analysis within a theoretically sophisticated sociological framework in an internationally recognised Department.

MSc Social Research - Programme Specification 2 Goldsmiths, University of London  
Specifically, the MSc Social Research programme aims to:

- To provide students with knowledge and understanding of sociological theory in application to key theoretical and methodological approaches and traditions in sociological research
- To provide students with rigorous training in advanced methods of quantitative and qualitative sociological research and data analysis
- To enable students to understand, and critically and analytically engage with, the entire process of social research, from theory and concept formation to research design, data collection, data analysis, and to final reporting and evaluation stage
- To provide students with advanced social research and data analysis skills that can be used in further PhD study or in a variety of employment contexts
- To enable students to independently design, conduct, manage and evaluate social research at an advanced level
- To enable students to actively and productively reflect upon your own skills, knowledge and understanding as an independent social researcher and sociologist

- To expose students to leading edge and sophisticated theoretical and methodological issues in an internationally recognised Sociology Department

What you will be expected to achieve

## Intermediate Exit Points

It is possible to complete selected modules in the MSc Social Research programme in order to be awarded a Postgraduate Certificate (60 CATS) or Postgraduate Diploma (120 CATS).

- To successfully complete a programme of study for the Postgraduate Certificate in Social Research, students will have to successfully complete Theory Concepts and Methods I, Modelling Social Data I and show a developing competence in the areas below.
- To successfully complete a programme of study for the Postgraduate Diploma in Social Research, students will have to successfully complete the four compulsory modules Methodology Now & Qualitative Analysis and Writing, Modelling Social Data I & II and show a developed competence in the areas below

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	demonstrate conceptual and methodological knowledge of the key concepts and debates in sociological theory and research application.	Methodology Now & Qualitative Analysis and Writing
A2	assess the adequacy with which arguments in sociology, social policy and social theory are based on the results of competent social research practice.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2
A3	highlight in a sociologically-informed way, key issues and problems faced during the research process, including factors affecting the integrity, robustness and quality of the research design and data analysis.	Methodology Now & Qualitative Analysis and Writing, Modelling Social Data 1, Modelling Social Data 2
A4	understand professional standards in ethical and practical areas of social research. This will include an ability to assess the ethical implications of a social research study by others as well as an ability to determine the requirements for designing your own	Methodology Now & Qualitative Analysis and Writing,

	field based research accordingly and for which you may be required to seek ethics approval.	
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## Cognitive and thinking skills

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	demonstrate conceptual and methodological knowledge of the key concepts and debates in sociological theory and research application.	Methodology Now & Qualitative Analysis and Writing,
B2	assess the adequacy with which arguments in sociology, social policy and social theory are based on the results of competent social research practice.	Methodology Now & Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2
B3	formulate research questions for theoretically informed empirical research.	Methodology Now & Qualitative Analysis and Writing, -
B4	critically assess qualitative social research methods and techniques of data analysis.	Methodology Now & Qualitative Analysis and Writing,
B5	critically assess quantitative social research methods and techniques of data analysis.	Modelling Social Data 1 Modelling Social Data 2
B6	Creatively conceive of modifying and/mixing social research methods.	Methodology Now & Qualitative Analysis and Writing, Modelling Social

		Data 1; Modelling Social Data 2
B7	highlight in a sociologically-informed way, key issues and problems faced during the research process, including factors affecting the integrity, robustness and quality of the research design and data analysis.	Methodology Now & Qualitative Analysis and Writing, Modelling Social Data 1, Modelling Social Data 2

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	formulate research questions for theoretically informed empirical research.	Methodology Now & Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2
C2	select, and apply robustly, appropriate qualitative social research methods and techniques of data analysis.	Methodology Now & Qualitative Analysis and Writing.
C3	select, and apply robustly, appropriate quantitative social research methods and techniques of data analysis.	Modelling Social Data 1 Modelling Social Data 2
C4	independently produce empirical data, and / or undertake secondary analysis of existing large or medium scale data sets(using appropriate data analysis software where relevant).	Modelling Social Data 1 Modelling Social Data 2
C5	combine and modify social research methods using a reflexive methodological framework to analyse your data.	Methodology Now & Qualitative Analysis and

		Writing, Modelling Social Data 1; Modelling Social Data 2
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## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	select and apply a range of sociological research skills for the analysis of diverse social phenomena and processes.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2
D2	write within specified word limits and to deadlines.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2
D3	manage self-directed learning that demonstrates a competence required for continued autonomous professional development.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2
D4	commission both qualitative and quantitative social research in relation to a broad range of topics/issues/ themes.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2
D5	assess the ethical implications of a research design.	Methodology Now, Qualitative Analysis and Writing
D6	exercise initiative and personal responsibility in effective independent work with the attendant skills of work organisation, time planning, independent decision-making and keeping to deadlines under complex and unpredictable circumstances.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1, Modelling Social Data 2

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## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	demonstrate conceptual and methodological knowledge of the key concepts and debates in sociological theory and research application.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1 & 2, Dissertation
A2	assess the adequacy with which arguments in sociology, social policy and social theory are based on the results of competent social research practice.	Methodology Now, Qualitative Analysis and Writing Modelling Social Data 1; Modelling Social Data 2
A3	highlight in a sociologically-informed way, key issues and problems faced during the research process, including factors affecting the integrity, robustness and quality of the research design and data analysis.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2, Dissertation
A4	understand professional standards in ethical and practical areas of social research. This will include an ability to assess the ethical implications of a social research study by others as well as an ability to determine the requirements for designing your own field based research accordingly and for which you may be required to seek ethics approval.	Methodology Now, Qualitative Analysis and Writing, Dissertation

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)



B1	demonstrate conceptual and methodological knowledge of the key concepts and debates in sociological theory and research application.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1 & 2, Dissertation
B2	assess the adequacy with which arguments in sociology, social policy and social theory are based on the results of competent social research practice.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2
B3	formulate research questions for theoretically informed empirical research.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1 & 2, Dissertation
B4	critically assess qualitative social research methods and techniques of data analysis.	Methodology Now, Qualitative Analysis and Writing, Dissertation
B5	critically assess quantitative social research methods and techniques of data analysis.	Modelling Social Data 1 Modelling Social Data 2
B6	creatively conceive of modifying and/mixing social research methods.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2, Dissertation
B7	plan a well-structured, advanced sociological research project.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2, Dissertation
B8	highlight in a sociologically-informed way, key issues and problems faced during the research process, including factors affecting the integrity,	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1;

	robustness and quality of the research design and data analysis.	Modelling Social Data 2, Dissertation
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## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	formulate research questions for theoretically informed empirical research.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2, Dissertation
C2	select, and apply robustly, appropriate qualitative social research methods and techniques of data analysis.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 2, Dissertation
C3	select, and apply robustly, appropriate quantitative social research methods and techniques of data analysis.	Modelling Social Data 1 Modelling Social Data 2, Dissertation
C4	independently produce empirical data, and / or undertake secondary analysis of existing large or medium scale data sets(using appropriate data analysis software where relevant).	Modelling Social Data 1 Modelling Social Data 2, Dissertation
C5	combine and modify social research methods using a reflexive methodological framework to analyse your data.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2, Dissertation
C6	independently design, plan, organise, manage and complete a well-structured, advanced sociological	Methodology Now, Qualitative Analysis and

	research project. This will include an ability to draw on a range of methodological approaches, including quantitative and qualitative approaches as well as more innovative methods being advanced in the discipline of sociology.	Writing, Modelling Social Data 1, Modelling Social Data 2, Dissertation
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## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	select and apply a range of sociological research skills for the analysis of diverse social phenomena and processes.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2, Dissertation
D2	write within specified word limits and to deadlines.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2, Dissertation
D3	manage self directed learning that demonstrates a competence required for continued autonomous professional development.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1; Modelling Social Data 2, Dissertation
D4	commission both qualitative and quantitative social research in relation to a broad range of topics/issues/themes.	Methodology Now, Qualitative Analysis and Writing Modelling Social Data 1; Modelling Social Data 2, Dissertation
D5	present high quality research to academic and non- academic audiences.	Methodology Now, Qualitative Analysis and Writing, Modelling Social

		Data 1; Modelling Social Data 2, Dissertation
D6	assess the ethical implications of a research design.	Methodology Now, Qualitative Analysis and Writing, Dissertation
D7	plan and undertake small-scale project design.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1 Modelling Social Data 2, Dissertation
D8	exercise initiative and personal responsibility in effective independent work with the attendant skills of work organisation, time planning, independent decision- making and keeping to deadlines under complex and unpredictable circumstances.	Methodology Now, Qualitative Analysis and Writing, Modelling Social Data 1, Modelling Social Data 2, Dissertation

## How you will learn

Teaching methods and module content are designed to develop and support wide independent reading and thinking, critical investigation in written form and the organisational skills required for further advanced work in the social sciences or humanities.

Students who successfully complete the MSc Social Research programme will be able to construct and critically review theoretically informed social research projects, including the design of data collection strategies and the analysis of data collected or otherwise available using advanced qualitative and quantitative techniques.

The programme utilises the following distinct teaching and learning strategies:

1. The modules both use a three-hour session varying the activities to suit the learning outcomes for each session. Lectures, normally of one hour, summarise key concepts and developments in relevant debates. Students are required to read at least one set reading, which will be a common reference point for the lecture. The lecture will enable students to self-assess their comprehension, develop critical perspectives on the reading, place the reading within broader debates and the historical development of the field.

Each lecture will have a further, more extensive reading list which students are encouraged to explore, necessarily so if you choose to write your assignment in this area.

2. Workshops are student focussed and allow for seminar type discussions as well as direct experience in the application of social research methods including training and experience in the use of software. During workshops students will be encouraged to work in groups and at the end of the session to engage in a critical assessment of the appropriate combining of methodology and methods.
3. Dissertation workshops: Training in the design of a small scale theoretically informed empirical research study will take place through a seminar programme. Students will be assisted in the identification of a research question, methods, methodology, field access, research ethics, analysis and writing of findings. The seminar format will be utilised to provide students with practice in identifying and resolving the challenges of undertaking social research and skills in presentation of research design and findings.
4. Supervision. All students will be allocated a supervisor early on in the programme on the basis of their provisional research topic. The one-to-one supervisions offer valuable continuity of in-depth discussion about the dissertation. They will include the discussion of key texts, approaches, ethics, resources and questions of writing and presentation.
5. Office hours. The students are encouraged to visit lecturers outside class time to discuss ideas from the course and to plan essays. After students have received feedback from their Autumn term essays, they may also meet with lecturers to discuss any implications for future work.
6. Lecturers have office hours to which students may arrive without advance arrangements; there is also provision for lecturers to meet with students individually by prior mutually agreeable arrangement. Individual meetings with lecturers is particularly encouraged for the purpose of facilitating the planning of assessment submissions.
7. The VLE (Learn.Gold) is used to give departmental guidance and regulations, access to academic and other articles and links to websites, as well as to maintain contact with the students as a group. News of relevant forthcoming seminars and conferences at Goldsmiths and other London universities is posted here. Students are required to use their Goldsmiths e-mail address to remain up to date on all postings, and messages from staff.

## How you will be assessed

Methods of assessment reflect the degree of independent critical thought appropriate to graduate work and, specifically, for the professional undertaking of social research. They concentrate on assessed essays requiring critical engagement with the application of social research methods, and a longer research dissertation as follows:

- Methodology Now : 3 x 500 word assessed diary entries plus 2,000-word research proposal
- Qualitative Analysis and Writing: 5-6,000-word data analysis report
- Modelling Social Data 1: 5-6,000 - word data analysis report
- Modelling Social Data 2: 5-6,000 - word data analysis report

Dissertation Workshops and Research dissertation: A 12-15,000 word report to be submitted in August of the final year. This is a substantial piece of work intended to assess the full range of students' abilities based on application of the full range of learning outcomes enabled by the programme. In particular, the dissertation enables assessment of your ability to design, develop and write up an advanced research project using primary and/or secondary materials appropriate to the topic and according to the necessary conventions of scholarly work. It requires independent motivation and self-directed learning under academic staff supervision and enables you to demonstrate competence in the undertaking of social research methods and reflexive analysis of the outcome.

## Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	A mark in the 80s or even the 90s will be awarded in the case of really accomplished work, demonstrating high levels of scholarship and originality, although grades in the 90s should be reserved for work deemed to be outstanding, and of publishable quality.
70-79%	Distinction	A mark of 70-79% is awarded when candidates show evidence of an excellent application of appropriate knowledge, understanding and skills as specified the course learning outcomes. Typically this involves extensive reading and grasp of questions and their context and an exceptional degree of clarity in argument and use of evidence. Knowledge and understanding will have been presented critically, with insight and independence of thought. Argument and analysis of reading will demonstrate the candidates own reasoning and be exceptionally clear, critical, well-focussed and cogent.

60-69%	Merit	A mark of 60-69% is awarded when candidates show a good application of appropriate knowledge, understanding and skills as specified in the course learning outcomes. This involves consistency and fluency in discussing and evaluating reading from a range of sources and an ability to relate this reading to the assessment tasks.
50-59%	Pass	A mark of 50-59% is awarded when there is clear evidence of a satisfactory application appropriate, knowledge, understanding and skills as specified in the course learning outcomes. Typically this involves evidence of knowledge and understanding where there is a limited development of ideas and critical comment.
30-49%	Fail	A mark between 30-49% is awarded when there is not a satisfactory application of appropriate knowledge,
		understanding and skills as specified in the course learning outcomes. There may be confusion and incoherence and unfocused comment on the literature.
10-29%	Bad fail	A mark between 10-29% is awarded when only some but not all of the learning outcomes specified for the course have been achieved. Typically a candidate in this position will not have satisfied the examiners that they have read and understood the essential texts of the module. Research involved in the writing of coursework or the dissertation will be poorly organised and inadequately discussed.
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.
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## How the programme is structured

### Methodology Now (SO71148A)

Methodology Now addresses 'sociology-in-the-making', examining epistemological claims, methodological processes and inventive qualitative research methods. The module aims to activate the sociological imagination so that students can critically evaluate current debates about sociological methodology. Students will study how sociological methodology is being transformed in the age of visual, digital and other technologies, as well as discuss the extent to which live or inventive forms of empirical research challenge other modes of social and cultural analysis. Through a combination of lectures, seminars and workshops, students will encounter key moments in sociological research, beginning with the formulation of problems, the idea of relevance and ethics. The course will be team taught, with a weekly lecture, seminar and workshop which will be focused on short exercises of qualitative methods in action. Students will be assessed through a portfolio of summative assessments which are built up over ten weeks, culminating in the final assessment which will comprise of a research proposal. The modular nature of the assessment is intended to give more opportunity for non-traditional styles of learning.

### Qualitative Analysis and Writing (SO71074C) [formerly Theory Concepts and Methods 2]

The objective of these modules is to develop research skills from research design and into practice and analysis. This module is designed to develop skills in research practice and analysis and writing, to learn to apply a wide range of social research methods, primarily those associated with 'qualitative' traditions. Throughout the module, students will be encouraged to develop their knowledge and understanding of the relationships between theory, concept and method that underpin social research. The assessment for this course is a 5-6000 Word Report based on the secondary data analysis of interview transcripts provided by the course team. Students are encouraged to present this report in the form of a social scientific journal article.

### Modelling Social Data 1 (SO71054B)



This module provides advanced level training in theoretically informed quantitative social research, proving skills in using contemporary software programmes (SPSS) and enabling the exploratory secondary analysis of large data sets. The course introduces the methods and procedures of quantitative social research, including the formulation of research questions, use of previous research findings, the role of models and model building, operationalisation of concepts and study design. The module covers both analytic (causal inference) and inferential statistics (confidence intervals and significance tests) and these are applied in social survey data analysis of, for example, the Understanding Society Survey. In construction and reading of contingency tables, the focus is on comparing percentages, use of the odds ratio, choice and interpretation of measures of association and the chi square test. These analytical themes are then extended to multivariate crosstabulations, criteria of causal inference, the elaboration paradigm and finally logistic regression analysis. The learning objectives of this course are delivered through a flexible combination of lectures, class workshop exercises and lab sessions on SPSS. A virtual learning site offers access to many learning resources directly or via web links and opportunities for participation in an interactive forum for feedback and advice.

## Modelling Social Data 2 (SO71062C)

This module offers students the opportunity to develop advanced knowledge and skills in quantitative data analysis using widely available software (SPSS). Multiple regression analysis is initially covered with use of SPSS graphics and then proceeds to detailed assumption testing and path analysis. This involves various data reduction strategies including weighted multiple indicator scales, cluster analysis and factor analysis. Students may use other data sources such as World Bank data for their assessment report. The learning objectives of this module are delivered through a flexible combination of lectures, class workshop exercises and lab sessions on SPSS. The virtual learning site provides access of many learning resources directly or via web links and opportunities for participation in a FAQ forum.

## Dissertation (SO71050A)

A key aim of the MSc Social Research (MSc SR) is to enable students to develop advanced skills in social research and data analysis, including research skills and experience that can be applied in further advanced study, such as a full-time MPhil or PhD programme, or in employment.

It is normal for students to undertake a research project and report its findings for their dissertation, normally combining this with a substantial discussion of the methodological issues raised in the work. You will work closely with a dissertation supervisor. Your supervisor will need to approve the practicability of your intentions, and will advise you on appropriate approaches and the final wording of your dissertation title. Preparation for the dissertation is also supported by taught dissertation workshops for full- time and second year part-time students. Information

on your dissertation supervisor and the dissertation workshops will be given to you in the Autumn Term.

## Dissertation Workshops

Special taught dissertation seminars and ‘clinics’ are provided in Autumn and Spring Terms to enable students to plan and undertake their research. The seminars are designed to guide students through the process of carrying out their own research, formulating the research problem, research design, exploring and applying research methods in a variety of situations, combining different methods, practical and ethical issues in social research, confidence in fieldwork, and issues related to managing, planning, timetabling and time management. These complement the guidance offered in individual supervisions.

## Written Dissertation

The written dissertation is evidence of a student’s ability to effectively undertake a critical, independent study in an area relevant to the themes of the MSc. It will be 12,000-15,000 words in length and based on a topic of the student’s choice that is conceived according to a sociological framework. It will involve a critical evaluation of existing literature, a carefully framed methodology and appropriate set of methods, research findings and analysis.

Students work closely with a dissertation supervisor who approves the practicability of students’ intentions and advises on appropriate approaches and the final wording of the title.

## Full-time mode

Full-time students will normally be expected to pass all taught components before proceeding to the dissertation.

Module Title	Module Code	Credits	Level	Module Status	Term
Methodology Now	SO71148A	30	7	Compulsory	1
Qualitative Analysis & Writing	SO71074C	30	7	Compulsory	2
				Compulsory	

Modelling Social Data 1	SO71054B	30	7		1
Modelling Social Data 2	SO71062C	30	7	Compulsory	2
Dissertation	SO71050A	60	7	Compulsory	1-3

## Part-time mode

Part-time students will normally be expected to pass either Modelling Social Data 1 and 2 or Methodology Now & Qualitative Analysis and Writing in their first year before proceeding to the second year.

## Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Methodology Now	SO71148A	30	7	Compulsory	1
Qualitative Analysis & Writing	SO71074C	30	7	Compulsory	2
OR					
Modelling Social Data 1	SO71054B	30	7	Compulsory	1
Modelling Social Data 2	SO71062C	30	7	Compulsory	2

## Academic year of study 2

				<b>Module Status</b>	
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Module Title	Module Code	Credits	Level		Term
Methodology Now	SO71148A	30	7	Compulsory	1
Qualitative Analysis & Writing	SO71074C	30	7	Compulsory	2
OR					
Modelling Social Data 1	SO71054B	30	7	Compulsory	1
Modelling Social Data 2	SO71062C	30	7	Compulsory	2
PLUS					
Dissertation	SO71050A	60	7	Compulsory	1-3

## 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.

## **Links with employers, placement opportunities and career prospects**

Graduates from this programme will find employment in a wide range of national and international aid and policy organisations, NGOs, policy research, journalism, economic and political forecasting, or private sector management. A percentage of

the student body will continue into research degrees. In addition, the field of social research has a wide range of non-academic posts regularly advertised. Careers talks are organised specifically for the Masters students by the College Careers Service.

## 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 students will normally be expected to pass either Modelling Social Data I and II or Theory and Concepts I and II in their first year before proceeding to the second year.

It is possible to complete selected modules in the MSc Social Research programme in order to be awarded a Postgraduate Diploma (the value of 120 CATS) or a Postgraduate Certificate (the value of 60 CATS) as follows:

For the Postgraduate Diploma to be awarded, the four core modules of Theory Concepts and Methods I & II plus Modelling Social Data I & II will have been passed. For a Postgraduate Certificate to be awarded, the two core modules of Theory Concepts and Methods I and Modelling Social Data I will have been passed.

## **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](http://gold.ac.uk/programme-costs).

## **Specific programme costs**

Not applicable.

## **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](#).