

Programme Specification

I. Programme Details

Programme title	MRes Social Anthropology MRes Social Anthropology & Intensive Language (any available)	
Final award (<i>exit awards will be made as outlined in the Taught Degree Regulations</i>)	UG – FHEQ level 6	PGT – FHEQ level 7
	BA <input type="checkbox"/>	MA <input type="checkbox"/>
	BSc <input type="checkbox"/>	MSc <input type="checkbox"/>
	LLB <input type="checkbox"/>	MRes <input checked="" type="checkbox"/>
		LLM <input type="checkbox"/>
	Other ... <input type="checkbox"/>	
	If other, please specify FHEQ level: ...	
Mode of delivery	Distance-learning <input type="checkbox"/>	On-campus <input checked="" type="checkbox"/>
Professional body accreditation (<i>if applicable</i>)	n/a	
Academic year this specification was created	2016/17	
Dates of any subsequent amendments		

II. Programme Aims: What will the programme allow you to achieve?

<ol style="list-style-type: none"> 1. To prepare students for a PhD in social anthropology. 2. To train students in research skills to the level prescribed by the ESRC's research training guidelines. 3. To enable students to understand key issues in anthropological method and theory, and to understand the epistemological issues involved in using different methods. 4. To enable students to achieve practical competence in a range of qualitative and quantitative research methods and tools. 5. To provide students with the theoretical, practical and linguistic training necessary for conducting field research. 6. In the two-year pathway, the student will also be provided with a near proficient ability in a language.

III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

Learning Outcomes: Knowledge
<ol style="list-style-type: none"> 1. How to assess data and evidence critically from manuscripts and digital sources, solve problems of conflicting sources and conflicting interpretations, locate materials, use research sources (particularly research library catalogues) and other relevant traditional sources. 2. The Research Methods module focuses on teaching the various research methods associated with anthropological fieldwork including: participant observation, historical research, qualitative interviewing, statistics for social science research, Rapid Participatory Assessment, how to design questionnaires and, especially, on how to formulate a research question and design a project and consider the ethical issues involved. The Statistics module works on how to compile statistics, and how to critically assess statistics.

<p>3. The Research Training module, which is assessed by the dissertation in anthropological research methods, works on students' writing skills with an emphasis on thinking of the history of the discipline, writing to schedule, writing to requested word count, how to formulate a research question based on the material gathered, as well as how to do a presentation, how to comment on presentations and how to apply for funding. Term three looks further at the strategies for working on the dissertation in anthropological research methods and how to be upgraded at the start of the MPhil year.</p> <p>4. Students can choose an option (or two half units) which they and their supervisor think necessary to hone their expertise in either a region or subject area. This should result in a good grounding in the history and contemporary sociocultural and political issues of the chosen country or region of study, and familiarity with the scholarly literature on these topics.</p> <p>5. Many students work on their language skills with a language option in this MRes. Students are expected to achieve proficiency in an African or Asian language sufficient for the purposes of anthropological field research: ability to conduct conversations and interviews, and to read and synthesise information from written sources in that language.</p>	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Acquisition of 1 and 4 through seminars and classes. Students are required to attend all classes, study extensively on their own and prepare non-assessed work regularly. • Acquisition of 2 through the Research Methods module works, through lectures, practical assessments (including mini ethnographies), and seminar discussions. • Acquisition of 3 through the MPhil Training Seminar module in which, aside from the sessions devoted to fieldwork as an experience, the students do presentations, and comment on each other's work. The module also devotes several sessions to looking at funding applications and how best to approach these. • Acquisition of 5 through language modules. • Training in statistics (in 2) will be delivered through an online module (Epigeum) provided by the Doctoral School. 	<ul style="list-style-type: none"> • Through coursework and a dissertation. The Research Methods module also assesses a mini-ethnography – an exercise in participant observation and writing it up.

Learning Outcomes: Intellectual (thinking) skills
<ol style="list-style-type: none"> 1. Students should become precise and cautious in their assessment of evidence, and to understand through practice what documents can and cannot tell us. 2. Students should question interpretations, however authoritative, and reassess evidence for themselves. They should be able to design a research project, set a timetable, understand the principles of fieldwork, and consider questions of ethics.

<p>3. Students should learn to read each other's work for both its strengths and weaknesses, develop their skills as public speakers, learn how to compose short abstracts of their project (for funding applications), be able to think critically and yet be open to being critiqued themselves.</p>	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> Acquisition of 1 and 2 is fostered in all modules offered in the Programme, in that all modules will introduce information that will need to be assessed critically and will demonstrate how conflicting interpretations arise from the same information. Acquisition of 3 through weekly practice at presenting seminars, discussing each other's work. 	<ul style="list-style-type: none"> Through coursework and a dissertation. The Research Methods module also assesses a mini-ethnography – an exercise in participant observation and writing it up.
Learning Outcomes: Subject-based practical skills	
<p>The programme aims to help students with the following practical skills:</p> <ol style="list-style-type: none"> Retrieve, sift and select information from a variety of sources in both English and, to a less advanced level, their chosen language of fieldwork. In the two year intensive language pathway, to acquire/develop skills in a language to Effective Operational Proficiency level, i.e., being able to communicate in written and spoken medium in contemporary language. Present seminar papers. Listen to and discuss ideas introduced during seminars. Practice research techniques in a variety of specialized research libraries and institutes. Be prepared to conduct fieldwork for a PhD in anthropology. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> Acquisition of 1 through the writing of longer and shorter essays and a dissertation in academic English. Acquisition of 2 through sessions with the SOAS library, practice of reading ethnographies and each other's work. Acquisition of 3 through regular seminar presentations. Acquisition of 4 through seminar discussion. Acquisition of 5 through the setting of clear deadlines for the submission of written work. 	<ul style="list-style-type: none"> By a dissertation and coursework.

Learning Outcomes: Transferrable skills
<p>The programme will encourage students to:</p> <ol style="list-style-type: none"> Write good essays and dissertations. Communicate effectively in writing. Structure and communicate ideas effectively both orally and in writing. Understand unconventional ideas. Present (non-assessed) material orally. Function as a student and researcher in a radically different environment.

<p>7. Be able to apply for funding to do a PhD.</p> <p>8. Be prepared to enter an Anthropology PhD programme and to be upgraded from MPhil to PhD in the shortest possible time.</p>	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> Acquisition of 1 to 4 through longer and shorter essays, coursework and dissertation writing, seminar presentations and discussions and through the study of a variety of written and digital materials, in libraries and research institutes of a kind they will not have used as undergraduates. 	<ul style="list-style-type: none"> Through a dissertation and coursework.

General statement on contact hours – undergraduate programmes
<p>All full-time undergraduate programmes consist of 120 credits per year, in modules of 30 or 15 credits. They are taught over 10 or 20 weeks. The programme structure shows which modules are compulsory and which optional.</p> <p>As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see https://www.soas.ac.uk/admissions/ug/teaching/). Also included are class time, which may include lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules.</p> <p>In the Department of Anthropology and Sociology, most undergraduate modules have a one-hour lecture every week. Some, but not all, also have a one-hour seminar every week.</p> <p>More information can be found on individual module pages.</p>

General statement on contact hours – postgraduate programmes
<p>Masters programmes (with the exception of two-year full-time MAs) consist of 180 credits, made up of taught modules of 30 or 15 credits, taught over 10 or 20 weeks, and a dissertation of 60 credits. The programme structure shows which modules are compulsory and which optional.</p> <p>As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see https://www.soas.ac.uk/admissions/ug/teaching/) such as reading and research, preparing coursework, revising for examinations and so on. Also included is class time, for example lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules.</p> <p>At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every week, but this does vary.</p> <p>More information can be found on individual module pages.</p>