

# Programme Specification for Postgraduate Programme

## Leading to:

### MRes Social Anthropology



Applicable for all postgraduate students starting on or after 1<sup>st</sup> September 2020

Version No.	Date	Notes – QA USE ONLY	QA
1	November 2020	New Programme Specification created for 2019/20	SB/RJC

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences/ Dept. of Social and Political Sciences / Division of Social Science and Communication
4. Contributing college/department/division/associated institution	N/A
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	Master of Research Social Anthropology FHEQ7
7. Programme title	Social Anthropology
8. Programme type (Single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	September start: 12 months (FT)/ 30 months or 24 months (PT) January start: 12 months full-time; 18 months part-time
10. Maximum period of registration for each mode of study	Normal length of programmes plus two years up to a maximum of five years.
11. Variation(s) to September start	January (2021 only)
12. Modes of study	(FT)/(PT)
13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	PGDip Social Anthropology FHEQ7 PGCert Social Science FHEQ7
15. UCAS Code	N/A
16. HECoS Code	100437
17. Route Code	L610PSOANTMR
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<a href="#">QAA UK Quality Code for Higher Education</a> includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards. <a href="#">Most Recent QAA Subject Benchmark Statement</a> : there are currently no relevant subject benchmark statements. <a href="#">Brunel 2030</a> Brunel Placement Learning Policy, as published under the 'Placements' section of the ' <a href="#">Managing Higher Education Provision with Others</a> ' page.
19. Admission Requirements	Details of <a href="#">entry requirements</a> are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's <a href="#">language requirements</a> pages.

20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	None
22. Further information about the programme is available from the College website.	Link to programme information on the College Website <a href="http://www.brunel.ac.uk/courses/postgraduate/social-anthropology-mres">http://www.brunel.ac.uk/courses/postgraduate/social-anthropology-mres</a>

### 23. EDUCATIONAL AIMS OF THE PROGRAMME

- To provide a detailed insight into the nature of social anthropological research.
- To equip students with a range of research skills to enable them to successfully complete anthropological research, either as part of a research team or as an individual.
- To provide a strong theoretical and practical introduction to the world of social anthropological research.
- To expose the student to the range of general academic research skills and expertise expected of the professional researcher in the social sciences.

### 24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
<b>7</b>						
	K	i)the methods used in research in social anthropology (PGDip)				All
	K	ii)anthropological analysis with special reference to ethnography (PGDip)				All
	K	iii)practicable, effective research designs (PGDip)				All
	K	iv)the implications for explanation of different methodological approaches (PGDip)				All
	K	v)the range of research methods that can be used in social anthropology generally (PGDip)				All

	K	vi)the use of both quantitative and qualitative research methods (PGDip)				All
	K	vii)a research area in the field of anthropology.				SA5517
	C	viii)extend and develop their analytical, evaluative, and critical capacities (PGDip)				All
	C	ix)reflect on their learning and intellectual development, making use of constructive feedback. (PGDip)				All
	C	x) evaluate evidence and sources				All
	C	xi) critique and communicate advanced concepts in the anthropology of education and learning (PGDip)				All
	S	xii) undertake a piece of research	X			SA5517
	S	xiii) Demonstrate skills in the communication of concepts and arguments (PGDip)				All
	S	Demonstrate transferable skills in writing, discussion, analysis, and independent judgement (PGDip)				All
	S	xv) Work independently, demonstrating initiative and the ability to organise time and work (PGDip)				All
	S	xvi) Demonstrate advanced critical skills pertinent to undertaking a piece of research (PGDip)				All
	S	xvii) Conduct primary research in developing critiques of methodology and theory	X			SA5517
	S	xviii) Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret anthropological knowledge	X			SA5517

**Learning/teaching strategies and methods** to enable learning outcomes to be achieved, including formative assessments

Compulsory knowledge and understanding of **(i)**, **(ii)**, **(iii)**, **(iv)**, **(v)** and **(vi)** is acquired by means of lectures and other tutor-led activities, seminars, group discussion and guided independent study. Systematic knowledge and understanding of the field **(vii)** is consolidated by a 15,000 word dissertation.

Cognitive skills in **(viii)**, **(ix)**, **(x)** and **(xi)** are generally developed concurrently with knowledge and understanding, through the medium of the teaching and learning programme outlined above and expanded on in 17 below. Each module, however taught and assessed, entails the deployment of the full range of the skills identified. Seminars and feedback on coursework (for which there is a standard pro-forma) provide formal mechanisms for students to reflect on their own learning and intellectual development, and make use of constructive feedback.

Cognitive skills in **(xii)** are developed through supervised work on the dissertation.

The range of assessment methods utilised tests these skills (viii), (ix), (x) and (xi) through a shared emphasis on approaching a task or problem via a process of individual research, analysis and interpretation. All require clear, well-evidenced argumentation, and all call upon a degree of creative thought, imagination and independence of mind. (xii) is assessed via the dissertation.

A variety of teaching methods and strategies imparts other skills and attributes (xiii), (xiv), (xv) and (xvi). Seminars assist in the development of (xiii). The use of coursework assists with (xiii), (xiv), (xv) and (xvi). Training for the dissertation develops (xvii).

The skills of effective and persuasive written communication identified in (xiii) and (xiv) are fundamental to programmes in social anthropology, and are directly assessed in all modules. Skill (xv) is, similarly, essential to successful performance across the programme, and is assessed through evidence of the application of an appropriate range of knowledge and skills to a given task. Skill (xvi) is assessed through written coursework. Skills (xvii) and (xviii) are necessary to the satisfactory completion of the dissertation.

**Summative assessment strategies and methods** to enable learning outcomes to be demonstrated.

Essay assignment, PowerPoint presentation, seminars, dissertation

## 25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

### FHEQ Level 5

**Compulsory assessment block codes, titles and credit**

**Optional assessment block codes, titles and credits**

**Compulsory study block codes, titles and credit volume**

**Optional Study block codes, titles and credit volume**

**Compulsory modular block codes, titles and credits**

All modules are 15 credits unless otherwise specified

SA5603 Ethnographic Research Methods

SA5517 Dissertation in Social Anthropology Research (60 credits)  
Core: All, Block

**Part-time**

Year 1: 60 to 90 credits of optional modules

Year 2: compulsory modules (75 credits) + up to 45 credits of optional modules (depending on how many credits were taken in the first year)

Total: 180 credits

**Optional modular block codes, titles and credits**

All modules are 15 credits unless otherwise specified

Select 105 credits from:

SA5604 Thinking Anthropologically\*

SA5523 The Anthropology of the Body

SA5527 Anthropology of the Person

SA56xx Critical Perspectives on International Development (30 credits)

SA5540 Kinship, Sex and Gender

SA5596 Guided Study Module

SA5597 Guided Study Module

SA5598 Guided Study Module (30 credits)

SA5599 Guided Study Module (30 credits)

SA5601 Ethnicity, Identity and Culture

SA5602 Medical Anthropology in Clinical and Community Settings (30 credits)

SA5620 Themes in Psychological and Psychiatric Anthropology (30 credits)

SA5622 Anthropology and Global Health (30 credits)

SA5618 Anthropology of Education and Learning (30 credits)

SA5623 Understanding Childhood and Youth (30 credits)

SA5621 Anthropological Perspectives on War and Humanitarian Assistance (30 credits)

\*Strongly recommended for students without a first degree in Anthropology

**FHEQ Level 7 Progression and Award Requirements**

As per [Senate Regulation 3](#)

**PGDip may not be awarded by substitution of the dissertation SA5517 for modular/assessment blocks in the taught part of the programme.**

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.