UNIVERSITY OF BIRMINGHAM

College of Social Sciences
MA in Social Research/Doctoral Training
(Programme Director: Professor Carole Torgerson)

Advanced Training Courses

Summer Term

23April-15 June, 2012

Contents

Introduction

Advanced Training Courses (10 credits)
Level: M-level
Available for: All Graduate students

Advanced training courses usually run in the Summer Term (Semester 3). They are designed to provide more specialist and/or advanced training for students and doctoral researchers, especially to suit the needs for preparing for your dissertation.

Students registered on the College of Social Science MA Social Research programme are required to take four advanced training course (40 credits) from the following list:

Please note this is an indicative list of advanced training courses available in the College of Social Sciences. Not all of them will run in each year. Usually, only courses with 10 students or more registered will run. Many of our advanced training courses are very popular, so you are strongly encouraged to register early.

Doctoral researchers are welcome to take these advanced training courses. To register doctoral researchers are requested to provide a copy of their Training Needs Analysis (TNA) signed by their supervisor and the Director of Doctoral Research in their School. Once registered, doctoral researchers are required to attend and complete the assessment. No-attendance or non-completion will be communicated to the doctoral researchers' supervisor and relevant School Director of Doctoral Research

Further details on registration and updates of these advanced training courses are available on the MA website:
http://www.postgraduate.bham.ac.uk/programmes/taught/governmentsociety/social-research-MA.shtml

Pre-requisites
Advanced training courses are intended to provide more specialist research methods training. Some of them have pre-requisites (e.g. Social Research Methods I and Social Research Methods II). Please check with course convenors for details before registering.

Semester 3 Advanced Training modules

April 2012						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
1	**2**	**3**	**4**	**5**	**6** University closed	7
8	**9** University closed	**10** University closed	**11** University closed	**12**	**13**	14
15	**16**	**17**	**18**	**19**	**20**	21
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29	**30**					

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		1	**2**	**3**	**4**	5
6	**7** University closed	**8** Narrative Research (Bob Matthews/Nicki Ward)	**9** Narrative Research (Bob Matthew/Nicki Ward) Documentary Research in Education, History and the Social Sciences (Kevin Myers)	**10**	**11**	12
13	**14** Visual Research Methods (Ian Grosvenor/ Nick Peim)	**15** Ethnography and Language in the Social Sciences (Angela Creese)	**16** Ethnography and Language in the Social Sciences (Angela Creese) Documentary Research in Education, History and the Social Sciences (Kevin Myers)	**17** Introduction to Time Series Regression	**18** Introduction to Time Series Regression	19
20	**21** Visual Research Methods (Ian Grosvenor/ Nick Peim)	**22** Policy Evaluation (Martin Powell)	**23** Policy Evaluation (Martin Powell)	**24** Advanced Qualitative Data Analysis (using NVivo) (Magdalena Kubanyiova)	**25** Advanced Qualitative Data Analysis (using NVivo) (Magdalena Kubanyiova	26
27	**28**	**29**	**30** Q Methodology – A Systematic Approach for Interpretive Research Design (Stephen Jeffares)	**31** Q Methodology – A Systematic Approach for Interpretive Research Design (Stephen Jeffares)		

June 2012						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
					1	2
3	**4** University closed	**5** University closed	**6** Factor Analysis (Ian Davison)	**7**	**8**	9
10	**11**	**12**	**13** Factor Analysis (Ian Davison)	**14**	**15** **Term Ends**	16

All courses run from 10.00am to 4.00pm over two days, unless otherwise stated.

07 23698 Introduction to Econometric Software (ran in Semester 1)
3-4, 17, 19, 31 October, 2011, Venue: Room 102, University House

Course Convenor: James Reade; e-mail: j.j.reade@bham.ac.uk

Pre-requisite: Available to graduate students who have taken Data Analysis or equivalent.

Module Outline
Section 1.01 This course will introduce students to two main econometrics software packages along with a word processing software package, and enable them to use the packages to carry out and report empirical work using the econometric methods taught in other parts of the course. The course will consider Stata in Part 1 (October 3-4), OxMetrics (October 17, 19) in Park 2 and LaTeX (via WinEdt) in Part 3 (October 31). The first two packages are what are called front-end packages, which are menu-driven and relatively user-friendly, allowing the user to carry out demanding econometric techniques at the click of a button. Both packages are general, covering many aspects of econometrics, and well-used by economists and social scientists. The final package is a powerful word processing package that enables users to create with ease professional looking pdf documents for writing up empirical results. All three packages are heavily used by academics and hence are important building blocks for Doctoral students.

Learning Outcomes

After completing this module, students should be able to:

- Use common econometric software packages to manipulate data appropriately and estimate important econometric models
- Analyse the quality of their econometric models and hence undertake independent empirical work in their particular subject
- Apply methods of course to easily adopt other econometrics software packages independently;
- Comment, report and understand the output of econometric software packages in order to effectively and accurately convey results of empirical analyses.
  After completing this module, students should be able to:

Key Texts
Students will be provided with detailed lecture slides on each day of the course and additionally a wealth of information is available online, particularly for introductory courses in Stata. In addition to this, students may wish to make use of the following resources:
- C. Baum, An Introduction to Modern Econometrics Using Stata, Stata Corp, 2006.
- J. Doornik, An Introduction to OxMetrics 5, Timberlake Consultants Press, London, 2007.
- J. Doornik and D. Hendry, Empirical Econometric Modelling Using PcGive 12: Volumes I, II and III, Timberlake Consultants Press, London, 2007. Available online at: http://www.pcgive.com/pcgive/index.html
- J.J. Reade, An Introduction to Econometrics Using OxMetrics, unpublished lecture notes, available online at: http://bit.ly/lR2U8b

Course Assessment
Short report (2,000 words) investigating a particular empirical question specified in the assignment. Students will be expected to use either or both of the software packages introduced and to display effective use of the packages to accurately and appropriately convey the results of the empirical investigation.

07 23697 Introduction to Time Series Regression
17-18 May, 2012

Course Convenor: Marco Ercolani; e-mail: m.g.ercolani@bham.ac.uk

Pre-requisite: Available to graduate students who have taken Data Analysis or equivalent.

Module Outline
This module introduces students to the analysis of time-series data using graphical and statistical techniques for model-fitting (regression). The emphasis is on the practical application of these research techniques while striking a balance between intuition, statistical rigour and practical use of statistical software. The module includes datasets that can be used to practise the statistical techniques taught on the course. The module material also includes all the commands needed to implement these statistical techniques using EViews, Gretl, R-project, SPSS and Stata.

Learning Outcomes
On completion of the module, students should be able to:
- Understand the special features of time-series models in terms of the dynamic structures that may become apparent;
- Independently analyse time-series data using statistical software;
- Understand the key features that make time-series regression different from cross-section regression and the possibility that the errors/residuals from the regression may be correlated across time;
- Distinguish between time-series data that are stationary (mean-reverting to an average value) and time-series data that are non-stationary (increasing or decreasing perpetually in time);
- Independently apply the basic techniques for including lagged values of the dependent and independent variables in time-series regression models;
- Apply the basic tests used to identify the presence of autocorrelation in the errors/residuals of a time-series regression;
- Understand the basic models used to accommodate the presence of autocorrelation in the errors/residuals in a time-series regression.

Key Texts
(No purchase necessary before the course)
- Asteriou D and Hall GH 2007 Applied econometrics: a modern approach. (rev. ed) Palgrave-MacMillan.
- Hamilton J. Time Series Analysis, Princeton University Press
- Maddala, G. and Lahiri K 2009. Introduction to Econometrics. (4th ed.) John Wiley & Sons.

Course Assessment
Technical report involving time-series regression and not exceeding 2500 words including tables and equations.

08 21873 From Multiple Linear to Logistic Regression
26-27 April, 2012

Course Convenor: Stephen McKay e-mail: s.d.mckay@bham.ac.uk

Module Outline
This course aims to serve as a 'bridging' course between the Data Collection and Analysis modules and a wider range of short courses dealing with particular data analysis and statistical approaches, e.g. Factor Analysis. The difference between continuous and categorical data will be explained and appropriate modelling strategies introduced. Working with small to large-scale secondary data sets, students will learn to judge when to use what statistical analyses. We will also briefly survey the range of other statistical methods available, to enable informed choices about other techniques (or courses). Software requirements vary depending on the type of analyses, but given the current site licence provision, we will generally use SPSS for this course.

Learning Outcomes
On completing this course, students will be able to:
- Have a sound understanding of the role data analysis in social science research.
- Develop an appreciation of different statistical approaches to analysing social science data.
- Understand the principles of some of the most frequently used statistical modelling methods such as ordinary least square (OLS).
- Understand the key assumptions required for different types of regression model.
- Understand the importance of looking at a range of diagnostic information and the dangers of over-reliance on some popular summary statistics.
- Understand how this model may be extended to logistic regression where the. dependent variable is categorical, how the approach differs, and alternative model specifications and extensions to multi-category dependent variables with and without an 'order'.
- Develop important data management skills and basic programming skills (writing syntax) using statistical software such as SPSS.
- Identify and locate appropriate data sources for their research.
- Critique existing research, and apply statistical modelling methods to their own research questions.
- Develop research questions and apply appropriate modelling techniques to address them according to the nature of the outcome variables.
- Understand and interpret the outputs and findings in both statistical and substantive terms (i.e. one that relates to the research question).
- Write-up the statistical results and present the findings in a journal-acceptable format (i.e. not merely cutting and pasting SPSS output in your report/paper).

Key texts:
Agresti, A. and Finlay, B. (1997) Statistical Methods for the Social Sciences, Third Edition, New Jersey: Prentice Hall.
Bryman, A. and Cramer, D. (2008) Quantitative Data Analysis with SPSS 14, 15 and 16: A Guide for Social Scientists, London: Routledge.
Cramer, D. (2003) Advanced Quantitative Data Analysis, Maidenhead: Open University Press. [Chapter 9: Binary logistic regression]
Field, A. (2009) Discovering Statistics using SPSS, (2nd ed.) London: Sage. [Chapters 5, 7 & 8] or (2nd Ed. 2005 Chapters 5 & 6]

Course Assessment
A 2000-word data analysis report using logistic regression and multinomial logit models (fully referenced). Inclusion of multiple linear regression will be possible but it must include fitting an interaction term.

08 21874 Factor Analysis
6 and 13 June, 2012

Course Convenor: Ian Davison; e-mail: i.w.davison@bham.ac.uk

Module Outline
It is often helpful to reduce a large number of variables down to a smaller number, such as reducing a series of attitude questions down to only a few underlying dimensions. The technique of factor analysis provides the tools for such a task. These are often used to help summarise and understand the structure of data and are a popular way to generate scales for further analysis. The theoretical and practical differences between exploratory and confirmatory factor analysis will be discussed.

Compared with other statistical techniques, there is a greater role for decisions made by the investigator, and so the importance of transparency will be emphasised.

This course aims to demonstrate factor analysis in action and enable students to conduct their own analyses of this kind. Example dataset will be analysed in SPSS, and we may also use AMOS to demonstrate confirmatory factor analysis. We will also critique published research in this area.

Learning outcomes
By the end of the module, students will be able to:
- Critique published research that uses factor analysis;
- Conduct their own factor analysis in SPSS (and possibly in AMOS);
- Be aware of key issues including factor rotation and the number of factors;
- Understand the limitations of this approach and the use of a variety of diagnostic tools;
- Be aware of how to communicate the results of such models to social sciences audiences.

Key Texts:
Andy Field (2009) Discovering Statistics Using SPSS, Third Edition, Sage with webpage
http://www.uk.sagepub.com/field3e/main.htm
Garson, G. D. (2009) Factor analysis (within his statnotes series)
http://faculty.chass.ncsu.edu/garson/PA765/factor.htm

Course Assessment
A 2000 word report using factor analysis with data sets provided for this course.

08 21875 Narrative Research
8-9 May, 2012

Course Convenors: Bob Matthews e-mail: r.n.matthews@bham.ac.uk and Nicki Ward, e-mail: n.j.ward@bham.ac.uk

Module Description
Narrative data collection and analysis is a technique usually associated with qualitative research and very strongly associated with the interpretivist paradigm. There is something quite unusual and significant about this type of data collection; something that makes it different from most of the other methods. This is because the form of data collected in narrative research is not the sort of data with which researchers are most familiar. Instead of collecting 'facts', what researchers are ***actually*** collecting is the way in which the participant(s) have organised the information into a story. It is, therefore, the ***story*** (and the process of organisation) that is our data.

Learning Outcomes
This module will provide students with the knowledge needed to identify situations in which narrative research may be appropriate and the skills to conduct narrative research. Teaching will be focussed on two areas; the design and use of narrative data collection techniques and processes for narrative data analysis.

Key Texts
Czarniawska, B. (2004) Narratives in Social Science Research, London, Sage.
Koch, T, (1998), 'Story telling: is it really research?', Journal of Advanced Nursing, 28(6): 1182-1190.
Lawler, S. (2002) 'Narratives in Social Research' in May, T. (Ed) (2002) Qualitative Research in Action, London, Sage.
Lieblich A, Tuval-Mashiach, R and Zilber, T, (1998), Narrative Research: Reading, Analysis and Interpretation, Applied Social Research Methods Series, London, Sage.
Miller, R L, (2000), Researching Life Stories and Family Histories, London, Sage.
Reissman, C K, (1993), Narrative Analysis: Qualitative Research Methods Series: 30, London, Sage

Course Assessment
A 3,000 word research strategy for collecting and analysing narrative data using appropriate examples. Your strategy should include: theoretical perspective; data collection methods; data analysis strategy

08 21880 Analyzing Hierarchical and Panel Data (not running 2011-12)
Course Convenor: Stephen McKay; e-mail: s.d.mckay@bham.ac.uk
Course Aims and Objectives
Respondents on this course are often clustered within groups – such as children within school classes, people within families (and neighbourhoods), employees within firms. As such the lowest level units are not independent of each other, and alternative statistical approaches that take account of these 'hierarchical structures' should be preferred by researchers.

One of the most important cases is repeated observations on the same units (panel data, a form of longitudinal data).

This course:
- Discusses the best way of dealing with data structures in these circumstances – the kinds of data management challenges faced, and how to deal with them in standard statistical software.
- Covers simple solutions for exploring results from such data (such as using cluster averages; dummy variable & other approaches with a small number of clusters; exploratory approaches using ANOVA).
- Introduces statistical models that are specially designed to model hierarchical or clustered/structured data which are sometimes known as 'multilevel models' (variously known as hierarchical linear models, mixed models and variance components models), and including fixed-effects and random-effects approaches.

Learning Outcomes
At the end of the course, students will be familiar a range of data structures and data types that can be handled by multilevel models. They will be familiar with a range of exploratory methods of describing the data, and different ways of handling data at more than one level in practical terms. The course aims to be practical rather than technical, but knowledge at the level of linear regression is assumed, as is familiarity with programming SPSS using syntax.

The course will include how different statistical packages may be used to analyse data of this kind, with some exposure to both generic packages (e.g. SPSS or stata) and specialised packages (e.g. HLM).

08 22014 Visual Research Methods
14 and 21 May, 2012

Course Convenor: Ian Grosvenor; e-mail: i.d.grosvenor@bham.ac.uk

Module Outline
This module introduces students to the theory and practice of visual research. It emphasises the wide variety of visual data available; paintings, photography, film and video. Strategies for locating and utilising this range of data are then examined, discussed and applied with an emphasis on issues of interpretation.

Learning Outcomes
On completion of the module, students are expected to:

- Identify a variety of visual sources appropriate to social science research (generally) and proposed research project (specifically);
- Assess the strengths and weaknesses of visual data for use in social research;
- Demonstrate an advanced knowledge and understanding of the interpretative models available to social science researchers;
- Analyse and interpret a range of visual data;
- Assess the applicability of interpretative models to different kinds of visual data;
- Participate effectively in a range of learning activities;

Key texts:
Jon Prosser, 'Visual methods and the visual culture of schools', Visual Studies, 22, 1, 2007, 13-30.
Ian Grosvenor, 'On Visualising Past Classrooms: Photographs and the History of Education' in I. Grosvenor, M. Lawn and K. Rousmaniere (eds.) *Silences and Images. The Social History of the Classroom.* New York: Peter Lang, 83-104.
Jon Prosser and Donna Schwartz, 'Photographs within the Sociological Research Process', in J. Prosser (ed.) *Image-based Research. A Sourcebook for Qualitative Researchers.* London: Falmer Press, 1998, 115-130.
Daniel Chandler, *Semiotics for Beginners* http://www.aber.ac.uk/media/Documents/S4B/
Catherine Belsey, *Culture and the Real*. London, Routledge, 2005.
Nick Peim, The Life of Signs in Visual History in U. Meitzner, K. Myers and N. Peim (eds) *Visual Histories: Images of Education.* London: Peter Lang, 2005.
Patricia Aufderheide, *Documentary film: a very short introduction*. Oxford, Oxford University press, 2007.
Nick Peim, 'Spectral Bodies: Derrida and the Philosophy of the Photograph as Historical Document', *Journal of Philosophy of Education*, 39, 1, 2005, 67-83.
Chris Weedon, *Feminist practice and poststructuralist theory*. Oxford, Blackwell 1997.
Roland Barthes, *Mythologies*. London: Paladin, 1973.
Rose Wiles, Jon Prosser, Anna Bagnoli, Andre Clark, Katherine Davies, Sally Holland, Emma Renold', *Visual Ethics: Ethical Issues in Visual Research*. ESRC National Centre for Research Methods, 2008.

Course Assessment
An annotated source analysis and essay (3000 words).

08 22016 Ethnography and Language in the Social Sciences
15-16 May, 2012

Course Convenor: Angela Creese; e-mail: a.creese@bham.ac.uk

Module Outline
The last three decades have seen the development of a significant body of interdisciplinary research on language within particular social and institutional contexts (e.g. in anthropology, education, sociolinguistics, sociology and discursive psychology). One broad line of enquiry has been directed towards everyday talk and the construction of social meanings in face-to-face interaction and textual practices. Different approaches to the observation and analysis of talk have been developed, in different disciplinary sites, with distinct goals and methods (e.g. ethnography of communication, conversation analysis and interactional sociolinguistics). Research has been conducted in different institutional worlds – in education, the media, law, medicine – and in local lifeworlds. This short course will provide an overview of ethnography and language in the social sciences and will demonstrate how research approaches vary depending on the unit of analysis.

Learning Outcomes
By the end of the course, you should be able to:
- Critically evaluate different approaches to the study of spoken language;
- Assess the appropriacy of particular approaches to the design of your own research (or similar projects);
- Demonstrate an understanding of how approaches might be combined;
- Apply a particular approach to the analysis of your own data (or other datasets);

Key Texts
Blackledge, A. and Creese, A. (2010) *Multilingualism: a critical perspective.* London: Continuum.
Blommaert, J. and Dong, Jie (2010) *Ethnographic fieldwork: a beginner's guide*. Bristol: Multilingual Matters.
Coffin, C., T. Lillis, and K. O'Halloran (eds) 2010. *Applied Linguistics Methods. A Reader. Systemic Functional Linguistics, Critical Discourse Analysis and Ethnography.* London: Routledge
Heller, M. (2008) Doing ethnography. In Li Wei and M. Moyer (eds.) *Research methods in bilingualism and multilingualism.* Oxford: Blackwell, 249-262.
Mori, J. and Zuengler, J. (2008) Conversation analysis and talk-in-interaction in classrooms. . In Martin-Jones, M., Mejia, A.M. de and Hornberger, N. (eds) *Encyclopedia of language and education, (second edition), Vol. 3: Discourse and education.* New York: Springer. 15-27.

Course Assessment
A 3000 word assignment on one of the following topics: Provide a critical evaluation of one approach to spoken language; Outline a rationale for incorporating one of the approaches covered in the course into the design of a particular project (this could be your own research project or a similar project); Present an analysis of a particular set of data (spoken or written, monolingual or bilingual), using one of the approaches covered in the course.

08 22018 Documentary Research in Education, History and the Social Science
9 and 16 May, 2012

Course Convenor: Kevin Myers; e-mail: k.p.myers@bham.ac.uk

Module Outline
This module introduces students to the theory and practice of documentary research. It emphasises the wide variety of documentary data available; from state archives, public legislation, census data, newspapers, community/voluntary records, commercial advertising and novels. Strategies for locating and utilising this range of data are then examined, discussed and applied with an emphasis on issues of interpretation.

Learning Outcomes
By the end of the module you will be able to:
- Identify a variety of documentary sources appropriate to social science research (generally) and proposed research project (specifically);
- Assess the strengths and weaknesses of documentary data for use in social research;
- Demonstrate an advanced knowledge and understanding of the interpretative models available to social science researchers;
- Analyse and interpret a range of documentary data;
- Assess the applicability of interpretative models to different kinds of data;
- Participate effectively in a range of learning activities.

Key Texts
Dorothy Ross, 'Changing Contours of the Social Science Disciplines' in The Cambridge History of Science Volume VII edited by Theodore M. Porter and Dorothy Ross (Cambridge University Press, 2003): 205-237
Ben Gidley, ‘Doing historical and archival research’ in Researching Society and Culture edited by Clive Seale (Sage, 2004)
M Hammersley, ‘Qualitative data archiving: some reflections on its prospects and possibilities’, Sociology, 31, 1 (1997): 131-42
Lindsay Prior, Using Documents in Social Research (Sage, 2003)
Lindsay Prior, Using Documents in Social Research (Sage, 2003)

Course Assessment
2500-3000 word annotated source analysis. The essay should be written and structured to allow the student to demonstrate achievement of the learning outcomes for this module. In other words it should comprise: the identification of documentary sources potentially relevant to your research project or dissertation; an assessment of the strengths and weaknesses of this documentary data for your; research project (show how it may or may not be relevant for your research); an advanced knowledge and understanding of the interpretative models available to social science researchers.

08 22019 Researching Disability **(not running 2011-12)**

Course Convenors: Graeme Douglas; e-mail: g.g.a.douglas@bham.ac.uk and
Harriet Clark, e-mail: h.clarke@bham.ac.uk

Module Outline

This short course reflects the strong research and professional identities linked with disability which often characterise the social identities of workers in the field, leading them to seek out disability-oriented perspectives (Lewis and Crisp 2004). This has been reflected in texts which have taken a disability-specific orientation to research (e.g. Armstrong and Moore 2004; Barnes and Mercer 1997; Moore et al 1998). In due course the proposed course could lend itself to an updated and more comprehensive version of such texts reflecting also, for example, internet developments in this field.

Indicative Programme

The course will both unpick the methodological implications of some of the debates around the nature and interpretation of 'disability' and also scrutinise some of the practical issues of 'method' when researching disability. In outline, the following foci are envisaged (anticipating approximately one day on each with an emphasis on seminar rather than formal lecture format):

Learning Outcomes

By the end of the module you will be able to identify:

(i) Context and issues:

- Conceptualisation of disability and impact on research epistemology;
- Diverse approaches to research in the area of disability, including participatory and emancipatory approaches;
- The nascent 'disability history' agenda;
- The politicisation of SEN/ disability and policy oriented research;
- Evaluation research in disability or special needs

(ii) Ethics and methods:

- Ethical issues e.g. gaining informed consent with participants having limited communication skills;
- Differentiating access and response modes for participants with cognitive or sensory impairments (including arts and web based methods);
- Child voice in the context of children with disabilities or special needs
- Dissemination: access and format issues; involving people with disabilities in dissemination

Key Texts

Barnes, C. and Oliver, M. (1995). Disability rights: rhetoric and reality in the UK, *Disability and Society,* 10(1), 111-116.

Shakespeare, T. (2006). *Disability Rights and Wrongs.* Oxon: Routledge.

Thomas, C. (2004). How is disability understood? An examination of sociological approaches, *Disability and Society,* 19(6), 569-583.

WHO (2001). *International Classification of Functioning Disability and Health.* Geneva: WHO.

Further Reading

Armstrong, F. and Moore, M. (2004) *Action Research for Inclusive Education*, London: RoutledgeFalmer.

Atkinson, D. (2005) Research as Social Work: Participatory Research in Learning Disability *British Journal of Social Work* 35: 425-434.

Barnes, C. and Oliver, M. (1995) *Implementing the Social Model of Disability: Theory and Research*, Leeds: Disability Press

Danieli, A. and Woodhams, C. (2005) Emancipatary Research Methodology and Disability: A Critique, *International Journal of Social Research Methodology*, 8 (4), 281-296.
Dowse, L. (2009) "It's like being in a zoo". Researching with people with intellectual disability, *Journal of Research in Special Educational Needs*, 9 (3), 141-153.
Fawshaw, M. (2007) In defence of psychology: a reply to Goodley and Lawthorn (2005), *Disability and Society,* 22 (6) 655-658.
Goodley, D. and Lawthom, R. (2005) Epistemological journeys in participatory action research: alliances between community psychology and disability studies, *Disability & Society,* 20(2), 135–151.

On-line resources

http://www.leeds.ac.uk.ezproxyd.bham.ac.uk/disability-studies/archiveuk/ The Disability Archive is maintained at the University of Leeds to ensure wide access to the writings of disability activists and their allies .

http://bubl.ac.uk/link/d/disability.htm BUBL Catalogue of on-line resources in relation to disability

Course Assessment
3,000 word assignment.

PART 1: A research proposal for a piece of disability focused research which addresses the concepetualisation of disability, power relationships and participation, methods, ethics and dissemination (approx 2000 words).

PART 2: A brief reflective commentary on the proposal reflecting on 1. the researcher's standpoint (e.g. in relation to own identity, discipline and professional background) and 2. anticipated difficulties to be addressed in the conduct of the study (1000 words).

08 22023 Approaches to Research on Discourse (not running 2011-12)
28-29 May, 2012

Course Convenors: Helen Sauntson; e-mail: h.v.sauntson@bham.ac.uk and
Kathryn Simpson; e-mail: k.l.simpson@bham.ac.uk

Course description

This short course addresses the discursive turn in contemporary social science research. It adopts a broad definition of 'discourse' which includes an interactionist view of discourse as 'situated talk' *and* the critical, post-structuralist view of discourse as 'ways of understanding and constituting the social world'. The first view of discourse emerged as part of the broad interactional turn which took place as new fields of social science, such as conversation analysis, interactional sociolinguistics and micro-ethnography were being established (see Short Course on *Linguistic Ethnography*). Within this tradition of work, context was not taken as given but as being constituted in and through everyday discourse practices and interactional routines and therefore continually open to change and negotiation. Meanings were seen as being situated, moment by moment, in the ongoing flow of talk-in-interaction. The second view of discourse has been developed, more recently, by researchers concerned with the ways in which power relations are played out within institutions. In this body of work, the term 'discourse' is often used in the plural, and discourses are seen as socially constitutive systems of meaning which are embedded in particular social, institutional and historical contexts, and "as different ways of structuring areas of knowledge and social practice" (Fairclough, 1992:3) They are also viewed as sources of power – the power to define boundaries and categories and to construct objects and social subjects. Contemporary studies of discourse sometimes combine these two broad views of discourse. They do so in diverse ways and offer different means of conceptualising the relationship between ideological and interactional processes. The multimodal nature of communication in contemporary social life is also becoming a focus of intense research interest and has led researchers to combine perspectives from discourse studies and semiotics. This short course will focus primarily on the second view of discourse outlined above and will illustrate some of the ways in which this view has informed research practice.

By the end of the course, you should aim to be able to:

- Critically evaluate different approaches to the study of discourse and multimodality
- Assess the appropriacy of particular approaches to the design of your own research (or similar projects)
- Demonstrate an understanding of how approaches might be combined
- Apply a particular approach to the analysis of your own data (or some other data)

Key Texts
Hutcheon, L. (1988) *A Poetics of Postmodernism*. London: Routledge.
Fairclough, N. (2001) Language and Power (2nd edition). London: Longman.
Fairclough, N. (2003) Analysing Discourse: Textual Analysis for Social Research. London: Routledge.

Course Assessment
A 3,000 word assignment on one of the following topics: Provide a critical evaluation of one approach to the study of discourse; Provide a critical review of approaches to the study of multimodality; Outline a rationale for incorporating one of the approaches covered in the course into the design of a particular project (this could be your own research project or a similar project);Present an analysis of a particular set of data (spoken or written, monolingual or bilingual), using one of the approaches covered in the course

08 22563 Policy Evaluation
22-23 May, 2012

Course Convenor: Martin Powell; e-mail: m.powell@bham.ac.uk

Module Outline
This course aims to examine 'policy evaluation in the real world' by presenting policy evaluation within the context of policy making, and by 'hands on' evaluation of policy.

- Evaluation and Public Policy (What is Policy Evaluation?; Evaluation and the Policy Process; Evaluation and Stakeholders)
- Developing Evaluation Designs (Criteria/What?; Types of Evaluation; Evaluation Design
- Evaluation Designs (Descriptive; Audit; Before-After; Comparative- experimentalist; Randomised Controlled Experimental; Systematic Review; Policy Transfer); Evaluation Problems; the 'Green Book'
- Workshop: Policy Evaluation.

Learning Outcomes
On completing this course, students will be able to:
- Understand the principles of policy evaluation;
- Understand the different approaches to policy evaluation, and compare their advantages and disadvantages
- Evaluate existing policy evaluations, differentiating the correct contexts for application; and
- Evaluate policy

Key Texts:
Bochel, H. and S. Duncan, S. (2007, eds) Making Policy in Theory and Practice, Bristol, Policy Press.
Chen, H-T. (1990) Theory Based Evaluation, London: Sage
Hogwood, B. and Gunn, L. (1984) Policy Analysis for the Real World, Oxford: Oxford University Press.
Ovretveit, J. (1998) Evaluating Health Interventions, Buckingham: Open University Press.
Ovretveit, J. (2002) Action Evaluation of Health Programmes and Changes, Abingdon: Radcliffe Medical.
Pawson, R. and Tilley, N. (1997) Realistic Evaluation, London: Sage.
Bochel, H. and S. Duncan, S. (2007, eds) Making Policy in Theory and Practice, Bristol, Policy Press.
Smith, S. et al (2005) Health Care Evaluation, Maidenhead: Open University Press.
'Green Book': http://greenbook.treasury.gov.uk/
'Magenta Book':http://www.policyhub.gov.uk/magenta_book/
Policy Hub: 'the first port of call for all concerned with policy making', http://policyhub.gov.uk

Course Assessment
A 3000 word evaluation of a national or local organisation or recent policy (eg National Institute of Clinical Excellence; Payment by Results; urban regeneration; school reorganisation)

08 22564 Advanced Qualitative Data Analysis (using NVivo)
Provisional dates: 24-25 May, 2012

Course Convenor: Maggie Kubanyiova; e-mail: m.kubanyiova@bham.ac.uk

Module outline
This module is intended to further develop students' and researchers' skills in qualitative data analysis. We will focus on the use of computer-assisted methods in handling and managing textual data. We will cover the principles of qualitative data analysis, the challenges of managing qualitative data, moving beyond description and linking and integrating multiple data sets in different forms. Participants will explore the epistemological bases of analytical approaches in qualitative research, reflect on how to achieve rigour in the analytical process and understand how good analysis can underpin credible findings.

Learning Outcomes

By the end of this course, the participants will be able to:
- have a clear understanding and appreciation of the principles which underpin high quality qualitative data analysis in a range of contexts;
- make informed decisions about the management of qualitative data in NVivo;
- plan and implement qualitative data analysis in NVivo which facilitates explanation and theory building;
- demonstrate trustworthiness of findings in NVivo
- report findings using NVivo products

Key Texts:
Bazeley, P. (2007). *Qualitative data analysis with NVivo.* London: Sage.
di Gregorio, S., & Davidson, J. (2008). *Qualitative research design for software users*. Maidenhead: Open University Press.
Kubanyiova, M. (2011). *Teacher development in action: Understanding language teachers' conceptual change.* Basingstoke: Palgrave.
Richards, L. (2005). *Handling qualitative data: A practical guide*. London: Sage.

Course Assessment
Course participants will select a topic of their interest and analyse a chosen set of qualitative data (either from their existing projects or collected for the purposes of this assignment), using relevant NVivo tools of coding, memoing, annotating, see also links, modelling, etc. They will document their analysis, reflections and all coding decisions in an audit trail in an NVivo research journal and produce a formal report of findings in a research report of 2500-3000 words.

The final assignment will consist of:
1) A 2500-3000 word research report (following a standard structure, including a brief theoretical background, research methodology with a clear statement of purpose(s)/research question(s), discussion of results, conclusion)
2) NVivo project (with all relevant elements, including data sources, journal, coding trees, memos, etc.) as a WebCT attachment.

08 22565 Secondary Data Analysis in Social Research (not running 2011-12)
30 April and 1 May, 2012

Course Convenor: Emma Smith; e-mail: e.smith@bham.ac.uk

Module outline
This module is aimed at postgraduate students who are interested in using secondary data analysis as their main or subsidiary research method. It assumes no prior mathematical expertise, although some familiarity with SPSS would be useful. The module will consider the role of secondary data analysis in social research and examine some of the vast range of sources that are available to researchers both nationally and internationally. Students will access data in its raw and aggregate form and use SPSS to prepare data for analysis. Students will be encouraged to consider the potential of using secondary data analysis in their own research, whether as the primary method or in combined approaches.

Learning outcomes
By the end of the module students will be able to:

- Understand the potential for the use of secondary data analysis in social research;
- Critically assess the limitations and opportunities that the approach presents in general, and in the context of their own research in particular;
- Access the range of secondary data sources available to social scientists working in their field and evaluate their appropriateness to their research;
- Use statistical packages such as SPSS to download large secondary datasets and to prepare these datasets for analysis by recoding variables and dealing with technical issues such as non-response and missing variables;
- Select and demonstrate an application of the techniques to their own research

Key Texts
Dale, A., Arber, S., Procter, M., (1988) *Doing Secondary Analysis*. London: Unwin Hyman.
Hakim, C. (1982) *Secondary analysis in social research: a guide to data sources and methods with examples*. London: Allen and Unwin.
Smith, E. (2008) *Using Secondary Data in Educational and Social Research*. Buckingham: Open University Press.

Course Assessment
3,000-word report using data accessed and prepared during the course including statistical outputs, tables and charts.

08 23035 Q Methodology – A Systematic Approach for Interpretive Research Design
30-31 May, 2012

Course Convenor: Stephen Jeffares; e-mail: s.r.jeffares@bham.ac.uk

Module Outline
This module provides research students with a comprehensive introduction to Q methodology. Q methodology is a set of research design principles and techniques that allows for a systematic and scientific understanding of subjectivity. The methodology was originally developed by William Stephenson in the 1950s and used for identifying market segments in advertising and communications. For social science, Q methodology offers a means of systematically identifying the range of distinctive subjective standpoints in a given context. Being systematic and interpretive is Q methodology is well suited to postgraduate research either as a standalone research design or offering an injection of systematicity to interview based research or an interpretive supplement to aid survey instrument design. In what is an interactive and hands-on workshop, participants will develop an understanding of the basic principles of Q research design and process from identifying the volume of debate, developing statements, administering a Q sort, conducting and interpreting results using dedicated software. By the end of the workshop, participants will posses the ability to design, administer and interpret a Q methodology research project.

Leaning Outcomes
- Understand principles of Q metholology;
- Understand the principles of question sampling in Q survey instrument design;
- Knowledge of participant selection and understanding of the relative opportunities and limitations of administering Q sorts in collective, individual or online settings;
- Knowledge and experience of how to input and manage data and run factor analysis using dedicated Q method software packages;
- Knowledge and experience of interpreting factors and integrating quantitative and qualitatative data

Key Texts
Brown, Steven R. (1996). Q methodology and qualitative research Qualitative Health Research, 6(4), 561-567.
Dryzek, J.S. and J. Berejikian 1993. Reconstitutive Democratic Theory, American Political Science Review, 87, 48-60.
Watts, S. and P. Stenner. 2005. 'Doing Q-methodology: theory, method and interpretation' Qualitative Research in Psychology 2, 1, 67-91.
In addition, please visit www.qmethod.org for a comprehensive set of resources, guides, videos, free software, papers etc.

Course Assessment
A single 2500 word research report which presents the findings from the in-class research exercise undertaken during the workshop. The in-class research exercise employs Q methodology to systematically map the subjectivity surrounding a current national or local public policy issue.

08 23037 Activity Theory and its Research Applications (not running 2011-12)

Course Convenors: Paul Warmington, e-mail: p.c.warmington@bham.ac.uk
Jane Leadbetter, e-mail: j.v.leadbetter@bham.ac.uk

Module Outline

In recent years activity theory has become a widely used analytical framework in social research, particularly in research into work-related, professional and informal learning. Derived from the early twentieth century social psychology of Vygotsky, activity theory is concerned with the dynamics between social actors (subjects), the tools (artefacts) that they use to act upon different dimensions of the world (i.e. the objects of activity) and the rules, divisions of labour and communities in which activities are embedded. The innovations of Engestrom, which are termed 'Developmental Work Research' (DWR) have produced an applied form of activity theory that has had major impact on intervention-based education and social research.

This module will provide: a critical introduction to activity theory's cultural and historical context; its underpinning concepts; its relationship to Developmental Work Research and expansive learning; its relationships to other approaches to working with organisations such as action research and situated learning (Communities of Practice). The latter part of the module will offer opportunities to examine case studies that have drawn upon activity theory in their design, intervene and analysis. Students will be encouraged to apply concepts from activity theory to the development of their own research.

Learning outcomes:

- Demonstrate an understanding of how activity theory has been shaped by its cultural and historical origins;
- Demonstrate a critical understanding of the relationships between the underpinning concepts of activity theory;
- Critically evaluate different applications of activity theory in education and social research;
- Critically evaluate activity theory as a research and intervention tool in comparison with related research approaches;
- Reflect upon how activity theory might apply to their own research.

Key Texts

Engestrom, Y., Miettinen, R. and Punamaki, R.L. (Eds.) (1999) *Perspectives on Activity Theory.* Cambridge: Cambridge University Press.
Engestrom,Y. (2001) Expansive learning at Work; toward an activity theoretical reconceptualization. *Journal of Education and Work Vol14,1 pp.133-156.*
Leadbetter, J. Activity Theory and the Professional Practice of Educational Psychology (2008) In Kelly, B. Woolfson, L. and Boyle, J. (Eds.) (2008) Frameworks for Practice in Educational Psychology: A textbook for trainees and practitioners. London: Jessica Kingsley Publishers.
Warmington. P. Leadbetter, J et al. (2004) Inter-agency collaboration: a review of the literature. http://www.bath.ac.uk/research/liw/resources/Microsoft%20Word%20-%20Interagency_collaboration_a_review_of_the_literature_initial.pdf
Warmington, P. and Leadbetter, J. (2009) Expansive learning, expansive labour: conceptualising the social production of labour-power within multi-agency working, in H. Daniels, A. Edwards *et al* (Eds.) *Activity Theory in Practice: promoting learning across boundaries and agencies*. London: Routledge (in press).

Course Assessment

A 3,000 word assignment on one of the following topics: Provide a critical evaluation of one activity theory derived research study; Provide a critical review of the development of activity theory as a framework for social research, considering both its conceptual strengths and potential disadvantages; Outline a rationale for incorporating an activity theory derived approach into the design of a particular project (this could be the student's own research project or a similar project); Present an analysis of a particular set of data, using an activity theory derived approach.

11 23990 Randomised Controlled Trials (not running 2011-12)
24-25 April, 2012

Course Convenor: Carole Torgerson; e-mail: c.j.torgerson@bham.ac.uk

Module Outline
This introduction to the design, conduct and reporting of randomised controlled trials (RCTs) in the social sciences will introduce the reasons why it is necessary to use RCTs to answer efficacy and effectiveness questions in the social sciences, and discuss allocation methods and the various designs of RCTs suitable for addressing different kinds of research questions.

Learning Outcomes
By the end of the short course students should be able to demonstrate:
- A systematic understanding of the design of a variety of randomised controlled trials, including understanding of the importance of factors critical to the design of RCTs, e.g. samples, measurement, internal and external validity, reliability, ethics, practical considerations and logistics;
- An awareness of problems involved in the design of RCTs;
- A comprehensive understanding of techniques involved in the application of RCT design, for example random allocation, sample size calculation, statistical analysis;
- An ability to apply design techniques in experimental research to a range of research questions in the social sciences in an original way;
- An ability to critically evaluate published randomised controlled trials;
- An ability to evaluate a variety of designs and methods in a critical way;
- An ability to propose new hypotheses amenable to a variety of RCT designs .

Key Texts
Cook, T.D. and Campbell, D.T. (1979) *Quasi-Experimentation: Design and Analysis Issues for Field Settings*, Boston: Houghton Mifflin Company.
Shadish, W.R., Cook, T.D. and Campbell, D.T. (2002) *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*, Boston: Houghton Mifflin Company.
Torgerson, C. and Torgerson, D. (2008) Designing and running randomised trials in health, education and the social sciences, London: Palgrave Macmillan.

Course Assessment
3,000-word protocol (or plan) for a randomised controlled trial in a topic area in the social sciences. The protocol will present the design, methodology and methods for a RCT in your chosen topic area, and will include experimental design features and methods for collecting and analysing experimental data discussed in the module.

ETHICS REVIEW PROCEDURES

All new research projects undertaken by postgraduate research (PGR) students first registered as from 1st September 2008 will be subject to the University's Ethical Review Process. Details see: http://www.rcs.bham.ac.uk/staff/researchers/Ethical_Review_of_PGR_Student_Research.shtml

Should you be considering primary data collection that involves human participants, you should allow plenty of time planning your fieldwork. No fieldwork can take place before the ethics review is complete. Your dissertation supervisor will be able to advise you on this.

UNIVERSITY POLICY ON ATTENDANCE AND REASONABLE DILIGENCE

Academic Progress of Registered Students

Section 7.8.1 (c) of the University Regulations requires that all Registered Students be engaged with their programme of study and research for the full duration of the published session dates for that programme of study or research. The requirements for determining satisfactory academic progress should be consistent with Section 7.8.1 (c) of the University Regulations and will be established by each individual School.

Reasonable Diligence

All Registered Students are expected to show reasonable diligence in relation to the learning and teaching to be undertaken for each module studied, and to the programme of study or research for which they are registered. Reasonable diligence is determined by satisfactory attendance and academic progress, as defined by the School, and Registered Students are required:

i. to comply with the attendance requirements for the programme of study or research, as may be published in the programme handbook; and

ii. to be engaged with the programme of study or research for which they have registered for the full duration of the published academic session dates and to demonstrate academic progress.

Section 7.8.1 (c) of the University Regulations defines failure to show reasonable diligence in relation to learning and teaching on a programme of study or research as:

i. absence from more than 30 per cent of those teaching sessions at which a record of attendance is kept, or failure to submit formally assessed work which is required by the module description or programme specification, for a programme of study or research on more than two occasions during an academic year; or

ii. absence from teaching sessions, or failure to submit assessed work, contrary to the requirements of a module description or a programme specification, which may be different from those set out in clause 2.1.6 (a), as provided for in clause 3.4 below; or

iii. failure to attend all teaching sessions and submit all required assessed work after a formal written warning has been given to the Registered Student by the Head of the School; or

iv. failure to register for modules to the required credit value for the programme of study or research (appropriate to the level and stage of learning and teaching required by the programme); or

v. failure to report to the Head of the School (or nominee) an absence of more than five consecutive days during an academic session.

A Registered Student who does not show reasonable diligence with regard to their programme or study or research will be subject to the procedures set out in this Code of Practice. Full details can be found at: http://www.as.bham.ac.uk/legislation/docs/COP_Student_Attendance_Reasonable_Diligence.pdf

Notional Learning Hours

As a general guideline, the University expects you to spend 200 hours on each 20-credit module you are registered for. You are strongly advised to adhere to this workload in order to meet the course requirements and you should spend approximately 6-8 hours per week of independent study on each 20-credit module, excluding lectures and classes.

Attendance

Attendance at classes is compulsory. An attendance record will be kept. You should inform your class tutor if you are going to be absent. Personal tutors/supervisors will be informed after TWO undocumented absences, and due diligence procedures may be invoked.

EXTENUATING CIRCUMSTANCES (FORMERLY KNOWN AS MITIGATIONS)

Guidance for Students

During your period of study, you may become ill or encounter some other circumstances that may affect you to a greater or lesser extent, particularly your academic performance. The process for dealing with this is called Extenuating Circumstances.

Comprehensive guidelines on what constitutes extenuating circumstances can be found on the University of Birmingham's website:
http://www.as.bham.ac.uk/sca/documents/ec_counselling_guidelines.pdf

Code of practice on Extenuating Circumstances can be found at:
http://www.birmingham.ac.uk/Documents/university/legal/extenuating-circumstances.pdf

If you do need to apply for extenuating circumstances, you must complete an Extenuating Circumstances Form and supply independent supporting evidence. Forms are available from Marea Arries, Room 628, Sixth Floor, Muirhead. (Copy of extenuating circumstance form below – Appendix A).

Extenuating circumstances officer for the MA Social Research programme is Dr Fiona Carmichael, e-mail: f.carmichael@bham.ac.uk; tel: 0121 414 6699

EXTENSION REQUESTS

Students seeking an extension for should contact our Extension's Officer, Dr Stephen Jeffares
Room 936, 9th Floor, Muirhead, e-mail: s.r.jeffares@bham.ac.uk; tel: 0121 415 1075

If you request an extension, you will be required to complete two copies of our Extension Form (copy below – Appendix B) stating reasons why you are applying for an extension. You must produce supporting evidence, where relevant. All extension requests have to be formally approved and authorised; they are not deemed valid unless both you and the Extension's Officer have signed this form.

UNIVERSITY POLICY ON PLAGIARISM

Plagiarism occurs when a student presents someone else's work as his or her own. It is not necessary to do this deliberately, although deliberate plagiarism is more serious. Typically, passages are 'lifted' verbatim from a particular source without proper attribution having been made. This applies not only to books but also to the work of other students. Of course, you may make full use of ideas, arguments and information obtained from books etc., but you must make clear in a reference whose work you are drawing on. This will be explained to you in the early weeks of your first year. The University has adopted its own 'Birmingham-Harvard' referencing system, which you should use in formatting your referencing (available at http://www.i-cite.bham.ac.uk/referencing.shtml). If you, at any stage, require clarification, you should ASK AGAIN as often as is necessary rather than run the risk of being penalised.

The University takes a very grave view of plagiarism. You are asked to sign a declaration that you understand what plagiarism is, and that you have not plagiarised, for each essay you submit. You are also asked to submit an electronic version of each assessment, so we can run software to detect plagiarism. If your assignment is suspected of plagiarism or auto-plagiarism by the first, second or external examiner, it will be investigated by the Plagiarism Officer for the programme at a plagiarism meeting. If, at the meeting, your assignment is found to have been plagiarised one of a range of penalties will be imposed and your supervisor and the doctoral lead (DL) in your school will be informed.

Code of Practice on Plagiarism

The penalties for plagiarism are severe, ranging from receiving a mark of 0 for the plagiarised assessment to being expelled from the University.

The University regulations on plagiarism – and guidance on how to avoid it – are available at http://www.as.bham.ac.uk/study/support/sca/plagiarism.shtml.

You should be aware that submitting the same material for more than one assignment constitutes 'auto-plagiarism' and is also an offence under the University's Code of Practice for which penalties will also be applied. You should also be aware that the application of penalties for any sort of plagiarism quickly reaches the point when your degree is at jeopardy and you would receive a lower award. The normal penalty for a second offence would be a mark of zero with no opportunity for resubmission.

Deduction of marks for inadequate referencing (short of plagiarism):

In addition to the severe penalties for plagiarism, the university also penalises for poor referencing. Poor referencing is defined as where a student has acknowledged work as another's, but has failed to provide a complete, conventional, identification of the source. 'Conventional' here means Harvard referencing. See guidance on the university website: http://www.i-cite.bham.ac.uk/Harvard.shtml

Poor referencing is liable to receive a deduction of up to five marks for the assessment, at the discretion of the marker. Any such deduction will be indicated on the mark sheet.

Declaration on Copyright

In providing the student with this general reading list or access to the books, journals, articles or photocopies of the articles on the list there is no requirement, nor intention, on behalf of the course leader or tutor that students should copy any item on the list. The reading list is provided as additional material.

ONLINE RESOURCES

The internet provides documents that can be *data* for research (for example, if looking at the nature of the arguments used to support the existence of Unidentified Flying Objects by a web-based 'interest group') and it also provides documents that you can use to develop your own argument. In the latter case, it is important only to use 'authoritative' sources. This means checking the 'credentials' of the author and the web-site. A website like Wikipedia may be used as an initial research tool for checking out the contours of a topic, but it is neither data, nor 'authoritative source' and, therefore, should not be used to construct your argument. Material should not be cut and pasted from web-sites. All websites used should be cited in a bibliography, with a clear distinction made between web-sites used as data and those used as sources. In each case the address/URL should be given, as well as the date accessed. Many academic journals are now available online, but it is unnecessary to provide a web address where the journal exists in hard copy, even if it is the online version you have consulted.

All journal articles in the reading list are available on-line via the University's e-journal facility. When accessing documents off-campus through the University's e-library, it is important to configure your home computer so that the University 'proxy server' recognises your IP address. You can do this by following the (simple) instructions at:
http://www.helpdesk.bham.ac.uk/internet/proxy.shtml

Once set up it is easy to use, but you may find it necessary to switch the facility off after use or it may affect other downloads not coming through the University server. See the note at the bottom of the instruction page. With this in place, you can access a webpage in the reading list below through the University e-library, entering your username and password in the Athens institutional login when prompted. You can also find articles using search engines and if logged on to the proxy server, you will be prompted for your Athens log-in for access. You may find it useful to purchase a USB data stick and save readings as a pdf file.

Neither Google (http://www.google.com), nor even GoogleScholar (http://scholar.google.com) are the best search engines for the academic purposes and should be used in conjunction with the others listed below. These other search engines use 'conceptual searches' (i.e. they do not just search for the words that you enter, but for the topic-themes that these words suggest). They do this by offering two search runs, one that is very focussed and specific and another that 'harvests' for wider sources. Once you are registered (there is no fee), they also allow you to save searches and, then, search later for new items. All the websites are in the process of developing a thesaurus of alternative terms to aid searches. A simple comparison of searches using Google and these other search engines will show how effective the latter are (although this does not mean that they are better for all types of searches).

http://www.intute.ac.uk. This website is maintained by various funding bodies in UK Higher Education. It covers all academic disciplines, with a special grouping of social science disciplines at http://www.intute.ac.uk/socialsciences/. It 'edits' the content it searches with librarians checking websites for their validity and relevance, and includes a short paragraph description of each site listed. It includes access to generally relevant websites (including personal pages developed by academics), as well as specialist web-sites for research methods, bibliographic information, electronic journals, data-sets, organisations (including, government reports, etc). An online tutorial in the effective use of intute is highly recommended and is available at:
http://www.vts.intute.ac.uk/detective/

http://www.esrcsocietytoday.ac.uk This is the website of the Economic and Social Research Council, the main funder of social scientific research in the UK. It provides access to all ESRC research, enabling you to find out about projects already funded by the ESRC. It also provides 'conceptual' searches across the web and should be used in conjunction with www.intute.ac.uk. You will need to register, but once again, it is free.

http://www.lse.ac.uk/collections/IBSS/ This is the International Bibliography for the Social Sciences (IBBS) based at LSE. You need to be logged into Athens to use it. It also provides 'conceptual searches' based on journal abstracts and book monographs collected back to 1951. It collects bibliographic data on core disciplines such as Anthropology, Economics, Sociology and Politics and supplements them with interdisciplinary areas such as Human Geography, Development Studies, Health and Media Studies, as well as social science relevant areas of Law, History and Philosophy. If the item is available electronically through the local e-library it will also flag that up. It enables you to save searches and also to export bibliographic information to a reference manager system such as Endnote. It has various tutorials at: http://www.lse.ac.uk/collections/IBSS/support/supp_training_UKHE.htm#Online_tutorials

MARKING SCALES AND ASSESSMENT CRITERIA

This MA Programme uses standard marking scales from zero to 100 for all modules.

Postgraduate modules are classified as follows:

Classification	Mark
Distinction	70 and above
Merit	60-69
Pass	50-59
Marginal Fail	40-49
Bad Fail	0-39

Return of marked work and availability of module marks

Submitted work is normally marked and returned within four weeks (during term time) of the submission deadline. All modules are moderated / second marked internally by staff, and confirmed by external examiners. All marks are provisional until they are confirmed by the relevant exam board.

Students will be able to access all their module marks via the *my.bham.ac.uk* portal following the relevant examination boards.

Please note that it is YOUR responsibility to inform yourself, and be aware of, any re-sit assignments/tasks you may need to complete, as well as the deadlines for them. You are therefore strongly advised to see your personal tutors once you have accessed and inspected your marks via the portal. Marks for re-sit tasks and assignments are capped at the pass mark for that level (50 for postgraduate modules).

You are advised to familiarise yourself with the Code of Practice on Taught Programme and Module Assessment. This can be found at:
http://www.birmingham.ac.uk/Documents/university/legal/taught-programme-module-assess.pdf

SUBMITTING ASSIGNMENTS (hard and electronic copies required):

Electronic copies of your assignment to be submitted through Turnitin (advice on how to submit through Turnitin will be given if you do not have any prior knowledge of this package)

ONE hard copy of your assignment to be submitted to:

Mrs Marea Arries:
Room 628
Sixth Floor, Muirhead Tower
University of Birmingham
Edgbaston
Birmingham B15 2TT
Tel: 0121-414-6347
Fax 0121-414-3423
E-mail: m.b.arries@bham.ac.uk

Essays should be individually stapled, and will only be accepted when accompanied by an 'ASSESSED ESSAY SUBMISSION FORM' – available from Mrs Marea Arries, Room 628, Muirhead Tower.

You are also required to submit your work ELECTRONICALLY through the Turnitin web-search plagiarism detection system. You will receive instructions on how to do this. If you have a principled objection to your work being submitted and scrutinised in this fashion, you should consult the module convenor well in advance of the deadline.

Your essay should be word processed. Line spacing should be one-and-a-half-spaced, with at least an inch (2cm) margins, and font size should be no smaller than 12 point, Times Roman, or 11 point Arial. It should be printed on one side of plain A4 paper only. Your student number should appear on each page and pages should be numbered. No names should be printed on the assignment due to anonymous marking.

Late work
The penalty for late work submitted after the assessment deadline will be deducted five marks per working day, down to a minimum of zero.

Word Limit
You must declare the **word count** on the cover page of your essay. Assignment word count includes footnotes, but not bibliography or appendices. Over-length assignments will be penalised 2% per 200 words over the agreed word limit.

APPENDIX A

Confidential

The University of Birmingham

NOTIFICATION OF EXTENUATING CIRCUMSTANCES

This form must be completed if you believe that illness or other circumstances have adversely affected your academic performance. Your Extenuating Circumstances Officer will present the information to the relevant Board of Examiners. It is your responsibility to ensure that you submit your form fully completed so that the Board has all the available information on which to base its decision. Late mitigation cannot be accepted. You cannot claim ignorance as a defence, as there is a great deal of information available about extenuating circumstances from a variety of sources around the University.

All claims must be substantiated by third party, independent written documentary evidence, such as a Medical Certificate, a letter from the Student Support and Counselling Service or International Student Adviser, or if, appropriate, your employer. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

You must submit this form as soon as possible after the events occur, even if you do not have all of the supporting evidence available at the time. Failure to submit all relevant documentation on time to your Board of Examiners may delay your results and other related activity, such as the date of your graduation.

PLEASE PRINT CLEARLY USING BLACK INK

Surname (Family Name)	
Forename(s)	Student ID No
Programme of Study	Year of Study, eg Two

List all module(s)/examination(s)/other assessed work affected by Illness/Other Factors. Dates must be included.

Module Code	Module Title	Dates

Please state overleaf details of the illness experienced or of other exceptional circumstances affecting your academic performance. You should also indicate how these circumstances affected your work. If these are of a particularly personal nature, you should submit details of your circumstances, together with supporting documentary evidence, in a sealed envelope, which should then be attached to this form.

Please return the completed form, together with supporting documentary evidence, to your School or Extenuating Circumstances Officer.

Article II. **For Office Use Only**

Dated Received: ………………………………

Copied to: Extenuating Circumstances Panel (Date) ………………………………………..

Original Copy to Confidential Examinations File(Date): ……………………………………………………………………….

DECLARATION OF EXTENUATING CIRCUMSTANCES

Please give details showing how the circumstances affected your academic performance. Remember to include dates.   Please continue on a separate sheet if necessary. Clearly print your name and Student ID Number on any additional sheets and attach to this form

SUPPORTING DOCUMENTARY EVIDENCE

The most common mitigating circumstances are listed below with examples of the kinds of documentary evidence required to support your case. You should tick the relevant box to show which evidence you are attaching to this form	
Illness *(medical certificate/letter from an appropriate medical adviser/University Student Support and Counselling Service)*	☐
Hospitalisation *(medical evidence)*	☐
Family Illness *(medical certificate/letter from appropriate medical adviser (eg family doctor)*	☐
Bereavement *(copy of death certificate/supporting letter)*	☐
Financial *(Bank Statement)*	☐
Acute Personal/Emotional Circumstances *(letter from University Student Support and Counselling Service or equivalent)*	☐
Other Evidence: please list	☐
Supporting evidence is not yet available. Please give the date …………….. by when it is expected. Tick the relevant box above to show what evidence you will be supplying.	☐

Signature	Date

APPENDIX B

College of Social Science

MA Social Research/Doctoral Training

Application for an Extension for the Submission of a Dissertation or Module Assignment

Please fill in **TWO** copies of this form. Both copies should be presented in person to the Department's Co-ordinator for extensions

(i) SECTION 1: To be completed in advance by the student

Name and Registration Number:	
Address:	
Telephone / Email:	
Programme of study:	
Module (please include banner code):	
Module convenor / Supervisor:	
Type of assignment:	
Current deadline:	
Extension sought:	
Signed:	
Date:	

(ii) SECTION 2: To be completed by the Extension Coordinator

New deadline: ____

Signature and date: ____

Students should submit both completed and signed extension forms with their assignments in the usual way.

SECTION 3: Reasons for the Extension

a) *This section is confidential and will not be passed on to module convenor*

Please give full details why you are seeking an extension, including supporting documentation (e.g. medical certificate):